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ABSTRACT

Developed as part of a three-year project funded by the Library Services and Construction Act (LSCA), this manual is designed to present librarians in the State of California with an alternative, "sense-making" approach to assessing the information needs of patrons and potential patrons and to assessing accountability, i.e., whether patron needs have been met. Meant to enlarge options and supplement available approaches, this alternative approach focuses on the translation of library experience and potential into human terms. Following a brief introduction, the project history is discussed, the sense-making approach is introduced, and an overview of 11 research modules for assessing accountability and need is provided. The modules themselves are then presented, and the results of 20 test applications of the modules by 19 libraries are discussed. Finally, a "debriefing" section presents general concerns and questions about the sense-making approach that were expressed by librarians involved in the module testing applications. The text is supplemented with nine tables as well as numerous illustrations and graphs. Eight appendices include a listing of 19 librarians who will serve as a consulting network; guidelines for questionnaire development, interviewing, sampling, content analysis, and data analysis; suggestions for interpreting results; and a 43-item annotated bibliography. (KM)

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ASQ

Asking Significant Questions

ASQ:
ASKING SIGNIFICANT QUESTIONS

ALTERNATIVE TOOLS FOR INFORMATION NEED AND ACCOUNTABILITY ASSESSMENTS BY LIBRARIES

by

Brenda Dervin and Kathleen Clark

A PUBLICATION OF
THE PENINSULA LIBRARY SYSTEM
BELMONT, CALIFORNIA

FOR
CALIFORNIA STATE LIBRARY

JULY 1987

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A S Q

Asking Significant Questions

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ALTERNATIVE TOOLS FOR INFORMATION NEED AND ACCOUNTABILITY ASSESSMENTS BY LIBRARIES

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Department of Communication
The Ohio State University

A PUBLICATION OF
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25 TOWER RD.
BELMONT, CALIFORNIA 94002

FOR
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SACRAMENTO, CALIFORNIA

JULY 1987

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DEDICATION

to

RICHARD F. CARTER

to

THE LIBRARIANS WHO DARED TO TAKE A RISK

* Anne Campbell * Linda Crowe * Clara J. DiFelice
* Diane R. Duquette * Jannette Engel * Susan H. Firestein
* Cheryl Grantano * Ned Himmel * Rita Gay Jones
* James H. Kirks Jr. * Gail McGovern * Rayme Meyer
* Julia Orozco * Linda M. Saltzer * Dorothy C. Sanborn
* Kathleen A. Sullivan * Merritt Taylor * Stella Tjogas
* Penelope Vogel * Linda Wilson * Pat Yowell

CHAPTER ONE

THE NEED AND PURPOSE

This purpose of this manual is to make available to the library community of California an "alternative" approach to:

> **ASSESS THE INFORMATION NEEDS**
> **of patrons and potential patrons, and**
>
> **ASSESS ACCOUNTABILITY,**
> **whether patron needs have been meet.**

The word "alternative" here does not mean that the approach suggested is meant to do away with or replace existing approaches. Rather, it is meant to enlarge options and to supplement the useful approaches that are already available for assessing needs and accountability in libraries.

This manual is intended, specifically, to present a research approach that produces a kind of data which libraries need but which existing approaches do not provide. If one term were selected to represent the "kind of data" which this alternative approach provides that term would be "humanistic". The basic idea presented here is that it collects data about patrons and potential patrons in human terms.

Data collected using the research approaches suggested and illustrated in this manual translate library experience and potential into human terms in several senses. One sense is that the approach talks to users and potential users in their own human terms, rather than in library or system terms. The other is that the resulting data is useful in translating library experience and potential beyond counts of library inputs and outputs and the sheer movement of non-human materials into the terms of human experience that speak eloquently to voters and policy makers. In essence, the research approach described here adds a "human interest" dimension to the repertoire of library research tools.

---

* This chapter is based on an extensive review of the approaches currently used in library and information science to accountability and information need assessment (Dervin and Nilan 1986). See the Annotated Bibliography.

This manual presents the theoretical argument for using this "alternative" approach to assess information needs and accountability in library settings. It also presents:

- eleven modules or prototype research approaches -- six for accountability assessments and five for need assessments;

- twenty actual uses of these modules by 19 different libraries in California;

- detailed instructions for various steps of the research process using the modules; and,

- a thorough debriefing of the questions and confusions faced by the libraries in implementing the test projects.

A second purpose of this manual is to provide the reader with useful guidance to make this alternative research approach as accessible as possible. Further, the librarians who supervised the test applications of the modules presented in this manual are available as consultants to California librarians who wish to use one or more of the modules and have questions and concerns which can be answered by talking to someone who has tested a module.

The remainder of this chapter briefly traces the research context in the field of librarianship which provides the context of this project's emphasis. The other contents of this book provide the reader with various viewpoints and tools:

- **Chapter Two (The History of the Project)** enumerates specifically the steps in the project which produced this manual.

- **Chapter Three (The Research Approach: A Sense-Making Primer)** presents an abbreviated introduction to the theory that yielded this "alternative" research approach and provides the basis of the modules proposed in this manual.

- **Chapter Four (Overview of the Modules)** provides an overview of the eleven research modules -- six designed for accountability assessments and five for need assessments.

- **Chapter Five (The Modules)** presents the actual modules.

- **Chapter Six (The Module Tests)** presents the results of the application of all eleven modules in a total of twenty test applications by nineteen libraries.

- **Chapter Seven (The De-Briefing)** lists the questions which the librarians involved in the test applications of the modules had in the process, followed by answers.

The seven chapters constitute the main body of the manual. The chapters are followed by a series of appendices:

- **Appendix A (The Consultant Network)** lists the 19 librarians who completed the test applications of the modules reported in this volume. These individuals have committed themselves to being available to talk with readers of this report who themselves wish to embark on applications.

- **Appendix B (Questionnaire Development)** provides instruction on adapting the modules to specific research purposes.

- **Appendix C (Interviewing)** provides instruction on doing the kind of interviewing which this "alternative" research approach demands.

- **Appendix D (Sampling)** provides brief instruction on the mysteries of sampling.

- **Appendix E (Content Analysis)** provides brief instruction on how to turn the verbal answers of respondents into categories which can be counted for data presentation purposes.

- **Appendix F (Data Analysis)** presents brief instruction on how to prepare data tables to present research results.

- **Appendix G (Interpreting the Results)** presents suggestions on procedures potentially useful in interpreting results and drawing implications for action.

- **Appendix H (Annotated Bibliography)** presents annotated citations to conceptual and empirical works supporting the Chapters and to specific research texts supporting the Appendices.

Recent years have seen marked changes in how libraries think about assessing their activities. For our purposes here, the two most important changes have involved:

- the movement from national to local standards, and
- the movement from professionally-determined to empirically-determined standards.

Thus, while once "good" library service was something that was for the most part normatively defined by professional judgment at the national level, now the focus has moved to local assessment based on the actual needs of the community and use of the library by the community.

The changes have brought with them a call for "research" and a variety of helpful tools have been and are being developed. Attention has been refocused from "input" assessments (measuring what the library contains) to "output" assessments (measuring what the library provides). Most of the "output" assessments suggested actually involve little research-oriented interaction with people. Typical "output" measures involve counting such dimensions of a community's use of the library as: library visits per capita, program attendance per capita, reference transactions per capita, reference completion rate, title fill rate, circulation per capita, and so on.

Some proposed research approaches have involved interviewing users and potential users and have produced a category of library and information science research now called "user studies." There are a number of different kinds of users studies. For purposes here, the categorization proposed by Dervin and Nilan (1986) in the Annual Review of Information Science and Technology) is useful. They identified these genres of user studies which focused in some way on people's needs and whether they are being met.

THE DEMANDS ON SYSTEM APPROACH: This approach measures the extent to which users use different kinds of resources (channels, media, systems, documents, materials). A need is implied as assessed from portraits of where demand is greatest (or where it is less than it ought to be, by professional judgment). The baseline questions are: Are we providing enough of different kinds of materials? Should we provide more?

THE AWARENESS APPROACH: This approach focuses on determining awareness of the library's current services. The need is implied as assessed where awareness is deemed lower than it ought to be by professional judgment. The baseline question is: Are people aware that we do this or that?

THE LIKES-DISLIKE APPROACH: These measurements focus on how much people are satisfied or dissatisfied with different aspects of service. Those aspects that satisfy are seen as indicating a need for more service. Those that do not satisfy are usually seen as indicating a need for system improvement. The baseline question is: Do people like or dislike what we now do?

THE PRIORITIES APPROACH: In these measurements, respondents are asked to indicate what services they would like the library to provide. High priority activities are seen as indicating a need for development of service. The baseline question is: What do people want us to provide?

THE COMMUNITY PROFILE APPROACH: In these measurements, demographic and environmental profiles of a community are developed. The profiles are then used to infer program development needs. The baseline questions are: What kinds of people live in our community? What is the community like? What materials/services needs can we infer from these data?

THE INTERESTS, ACTIVITIES, AND GROUP MEMBERSHIPS APPROACH: In these measurements, respondents are asked to detail their interests, activities, and group memberships. Extrapolations are then made from the data to infer program development needs. The baseline questions are: What are our mandated patrons interests, activities, associations? What materials/services needs can we infer from these data?

Each of the approaches described above is useful in a given research context. Each, in its own way, provides an important step in beginning to move the library's focus from the sheer movement of materials in to and out of the library to the human beings they serve.

For our purposes here what is important to notice is that the "user study" approaches focus on the user/potential user primarily in the context of the library -- the resources the library could provide, the services the library does provide, the things the person likes or dislikes about the library, the activities the person would like the library to pursue. Further, even with the last two genres of studies, the picture of the human being is from the perspective of someone on the outside looking in. It is assumed, for example, that knowing the demographic characteristics or interests of users/potential users is a reliable basis on which to infer needs. For purposes of this manual, then, these approaches are seen as sharing a common gap:

> **The research approaches suggested look at people (the users and potential users of libraries) in "system" terms rather than "human" terms.**

In this manual, this will be called looking at the person "through library eyes." To say that library and information science "user" studies have looked at the person "though library eyes" should not be seen as a criticism of the profession of librarianship. In fact, all professions have traditionally and to this day look at their clientele (patients, clients, etc.) "through professional eyes." The problem is really that the state of social science research only recently began to develop and bring to acceptance a variety of research approaches which allow one to conduct systematic research which looks at the person "through human eyes" rather than "through professional eyes" or "through library eyes".

A large number of scholarly works have been written on why the social sciences have only recently made this advance. An important aspect of all the arguments focuses on how social science modeled themselves after the physical and natural sciences. People were studied much as "atom's" or "flowers" were studied by physicists and botanists. Even when there was an interest in understanding the inner workings of the person, the research approaches still stood on the outside looking in, attributing to the person characteristics which recent research has shown the person rarely attributes to self.

These outside-looking-in and natural and physical science oriented ways of looking at people are useful for many purposes. However, recent evidence has shown they are not useful when the question of interest involves human activities which are primarily in the control of the individual. The needs a person brings to the library and the help the person gets with the needs are controlled by that person -- they are in the eye of the beholder.

There are numerous questions which social scientists have asked which have needed to be addressed "in the eye of the beholder." Yet, until recently, social science's reliance on the methods of the natural and physical sciences has prevented the development and promotion of methodological approaches which allowed one to ask people: What do you want? What did you need? What helped? Did you get what you wanted?

In recent years, however, the social sciences have begun to break free of their heavy dependence on the approaches of the physical and natural sciences. A variety of approaches for "getting inside people's heads" have begun to develop. The most general purpose of this manual is to enrich the reader's repertoire of library research tools by adding to it an approach for looking at people (users and potential users) humanistically "through human eyes". It is not expected that this research approach will answer every library research need. It is expected, however, that it will add a needed dimension.

The specific approach to looking at the person with "human" eyes that is offered in this manual is called the sense-making approach. It has been developed since 1972 by Brenda Dervin and her colleagues in a variety of institutional settings. The approach has been used in executing about one-half million dollars in research grants and contracts funded by such agencies as the U.S. Office of Libraries and Learning Resources and the National Cancer Institute. It was used as the basis for conducting the 1984 study of information needs of Californians (Dervin et al. 1984) and the 1985 study of how California libraries help Californians (Dervin and Fraser 1985). The approach has been used to generate an "alternative" mode of conducting the reference interview (as reported in Dervin and Dewdney 1986) and designing patient information systems (Dervin 1983). While it has been used for assessing needs and accountability for a variety of professions (e.g. medicine, education, psychiatry), it's primary use has been in the field of librarianship. As an approach, it has been specifically designed to facilitate the study of information needs and accountability by libraries and information centers. Further, the approach has been developed to provide results useful in practice -- in the design and redesign of library services.

It is, then, the specific purpose of this manual to make available a variety of need assessment and accountability tools based on the sense-making approach. The aim is to provide libraries with a systematic means of capturing the "human interest story" that is their raison d'etre.

CHAPTER TWO

THE HISTORY OF THE PROJECT

This project began in 1984 when the Peninsula Library System applied to the California State Library for LSCA funds to support a three-year project whose purpose was to make available alternative sense-making based information need and accountability assessment tools to librarians in the state.

To execute the project, Linda Crowe, Director of the Peninsula Library System worked with Gail McGovern, Training and Development Consultant at the California State Library, and Brenda Dervin, the developer of the sense-making approach. The basic project strategy was to:

> **Step 1:** generate interest among the state's public libraries in participating in the project and, specifically, in being willing to serve as library test sites
>
> **Step 2:** invite applications and commitment from libraries and select the test-site libraries
>
> **Step 3:** train the representatives of each test-site library in the sense-making theory and methods
>
> **Step 4:** obtain input from a wide variety of librarians (those trained in thinking about sense-making and those who were not) on how they looked at useful need and accountability assessments
>
> **Step 5:** obtain input from selected governmental representatives of agencies to whom libraries report about need and accountability assessments which help them understand the library and its mission
>
> **Step 6:** turn all of the above into a series of "modules" which apply sense-making research approaches to library information need and accountability assessment demands
>
> **Step 7:** assist the test-site libraries in selecting and applying one or more "modules" in their library

Step 8: receive from each test-site library complete reports of their methods and results and their observations of the process including the confusions and barriers faced

Step 9: develop from the above a manual that provides maximum assistance to those who may wish to apply the modules in their own library settings

Step 10: create statewide awareness of the availability of the module package and manual and put into place a "network of consultants" to assist those who request help.

These steps were executed in the following time-line.

YEAR ONE

November 1984

An overview of the 1984 statewide information needs study and an announcement of the need and accountability assessment project was presented at the California Library Association Annual Meeting.

January 1985

The Peninsula Library System and California State Library sent out a call for applications to all state public libraries so they could apply, if interested, to participate in the project. Applicants were asked to indicate their willingness to participate in the project over a two-year period and, specifically, to "field test the techniques/tools in their community." Thirty two libraries applied and twenty eight were enrolled in the project. Nineteen of these eventually completed the test application of the eleven modules in a series of twenty different studies.

February 1985

Dervin made site visits to six libraries (Auburn-Placer County, Redwood City, Sacramento City, San Diego County, San Mateo County, and Ventura County). For five of these libraries, she also met with a representative of the governmental agency to which the library reports. The purpose in all discussions was to isolate the kinds of need and accountability assessments were seen as effective. She used these basic questions to guide her discussions:

For librarians
1. What kinds of need assessments are useful internally?
2. What kinds help you in selling the library externally -- to the community, to voters, to governmental officials?
3. What kinds of accountability measures are useful internally?
4. What kinds of accountability measures help you in selling the library externally?

For governmental representatives
1. What kinds of need assessments help you understand the library and its role?
2. What kinds of accountability measures help you understand the library and its role?

Results of these interviews confirmed the project's direction and its basic assumption -- that research tools are needed which translate the library and its potential into human terms. Results of the interviews were used in developing the final set of eleven modules which are presented in Chapter Five.

June 1985

The Input Conference was held at the California State Library in Sacramento. Representatives from 28 California city and county public libraries were present. Of these, 19 eventually completed test applications of one or more research studies. The purpose of the Input Conference was two-fold: a) to train participants on the Sense-Making approach and its applications; and b) to give participants an opportunity to inform Dervin of how the modules would be potentially useful to them. In addition, participants were asked to indicate their confusions and barriers in dealing with the sense-making approach and its possible applications.

YEAR TWO

December 1985

The Module Presentation Workshop was held at the California State Library in Sacramento: 23 libraries sent representatives. At this workshop, Dervin presented the modules she developed based on the variety of experiences and inputs outlined above.

The participating libraries then signed up for the modules they planned to test. Most participants arrived with explicit instructions from colleagues in their home library. Time was given for each library to define its particular purpose for using one or more modules. Each "testing" library was allocated a sum of $1560 to assist with hiring temporary help required to complete the module test. Each testing library was asked to:

* test at least one need or accountability assessment module in a way that was useful to the test-library;

* keep detailed records of all steps in the process: purpose, methods, sampling, interviewing, data compilation, drawing of conclusions;

* involve a team of colleagues in looking over and "brainstorming" implications of the raw data reports (e.g. the actual interviews with respondents) and in projecting useful summarizing steps;

* involve a team of colleagues in looking over and "brainstorming" implications of the final data reports;

* involve a team of colleagues in "de-briefing" the entire experience indicating how the process was helpful and what barriers and confusions were present.

Much attention was given to discussions of how to modify the "raw" modules for specific purposes. In addition, instruction was given in the techniques of sampling, interviewing, and data analysis.

January 1986 to July 1986

The test-site libraries completed their test applications.

August 1986

A De-Briefing Session was held at the California State Library in Sacramento. The 19 test-site libraries brought:

- study reports detailing their purposes, approaches, samples, results, conclusions;
- raw data reports for each respondent or case;
- results of team brainstorming of the implications of both raw and compiled data;
- results of team brainstorming of the barriers and confusions confronted in the process of applying the modules at each test-site.

Each test-site library turned over to Dervin a complete set of all materials generated in the process of applying one or more modules.

YEAR THREE

September 1986 to June 1987

Dervin and Clark generated 20 comparable reports from the test application packets provided by libraries. The purpose was to present each library's effort in the best possible manner using a common structure which would allow comparison across applications. Dervin and Clark also generated the remaining chapters and appendices of this report.

July 1987

A two-day Consultant Training Workshop was held in Sacramento at the California State Library. The purpose was to train the 19 individuals who supervised the 20 test applications in their role as consultants to other libraries who want help administering the modules. These 19 individuals, all of whom completed at least one test application, constitute "the Consultant Network" and are listed in Appendix A. They have agreed to be available to California librarians to answer questions about their own experiences "testing" the sense-making need and accountability assessment modules.

August 1987

A series of eight half-day "Awareness Sessions" were held in California -- four in the south at the Pomona Public Library and the Thousand Oaks Public Library, and four in the north at the Sunnyvale Public Library and the California State Library. The objective was to give librarians throughout the state an opportunity to learn more about the modules, their test applications, and the sense-making approach. Each public library in the state was sent a copy of this manual.

November 1987

An awareness session scheduled for the California Library Association meeting in Santa Clara to increase statewide awareness of the modules.

CHAPTER THREE

THE RESEARCH APPROACH: A SENSE-MAKING PRIMER

THIS CHAPTER PROVIDES THE READER WITH AN INTRODUCTION TO THE SENSE-MAKING APPROACH FOR CONDUCTING RESEARCH AIMED AT ASSESSING INFORMATION NEEDS OR ACCOUNTABILITY IN LIBRARY AND INFORMATION CENTERS. AN ANNOTATED BIBLIOGRAPHY (IN APPENDIX H) CONTAINS CITATIONS FOR FURTHER READING.

THE SENSE-MAKING APPROACH STARTS WITH THE ASSUMPTION THAT PREVALENT APPROACHES TO ASSESSING NEEDS AND ACCOUNTABILITY LOOK AT USERS AND POTENTIAL USERS THROUGH THE EYES OF THE SYSTEM. IN THE CASE OF LIBRARIES, WE CALL THIS LOOKING AT THE HUMAN WITH "LIBRARY EYES."

When did you
use US last?

Are you satisfied
with OUR service?

Do you want
US to stock
more
video
tapes?

How much do you
know about US?

Which of the things
that WE do, do you
like best?

How often do you use US?

What kind of
materials did you
check out the last time
you were HERE?

Are WE located close
enough to your home?

SENSE-MAKING LOOKS AT THE HUMAN BEING, ON THE OTHER HAND, AS MOVING THROUGH HIS OR HER LIFE -- GOING ON QUESTS, MEETING BARRIERS, FACING DILEMMAS, RUNNING INTO CONFUSIONS, DREAMING DREAMS, ASKING QUESTIONS, DEALING WITH MUDDLES, PASSING TIME, RESTING AND REGENERATING, AND/OR SEEKING HAPPINESS.

DILEMMAS

BARRIERS

CONFUSIONS

BLOCKS

GOALS

DREAMS

GAPS

QUESTIONS

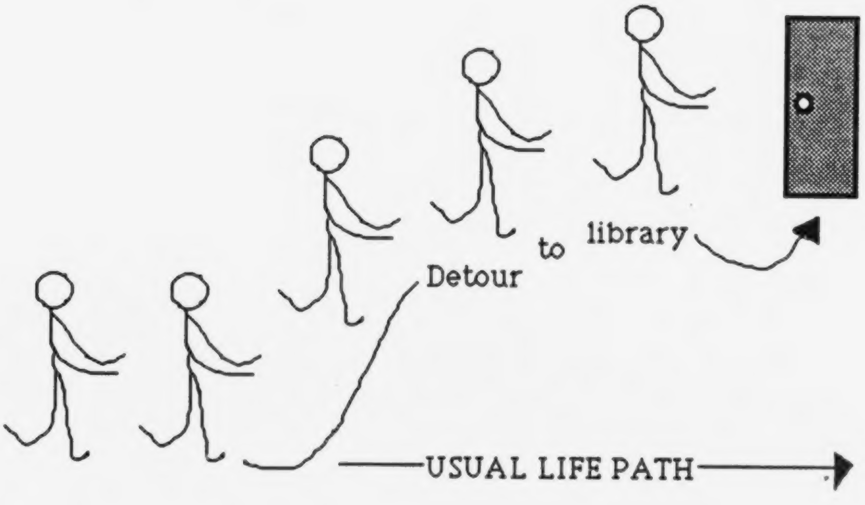
MUDDLES

NEEDS

QUESTS

TO THE HUMAN BEING, SENSE-MAKING ASSUMES, AN INSTITUTIONAL "SYSTEM" (A LIBRARY, A SCHOOL, A DOCTOR'S OFFICE, A HOSPITAL) IS A PLACE ONE GOES TO, AT TIMES INVOLUNTARILY (A JOURNEY THAT WILL BE IGNORED HERE) AND SOMETIMES VOLUNTARILY. SENSE-MAKING ASSUMES THE VOLUNTARY JOURNEY TO A "SYSTEM" IS STARTED TO GET SOME KIND OF HELP IN MOVING THROUGH LIFE, EVEN WHEN THAT HELP IS FOR SOMETHING THAT LOOKS LIKE STANDING STILL, OR GETTING HELP TO PASS TIME.

SENSE-MAKING SEES THE JOURNEY TO A LIBRARY OR INFORMATION CENTER AS A DETOUR FROM THE USUAL LIFE PATH.

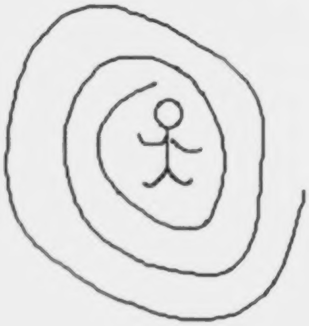


THE PROBLEM THAT THE SENSE-MAKING APPROACH TRIES TO SOLVE IS HOW CAN YOU ASK PEOPLE ABOUT THEIR LIFE JOURNEYS AND THEIR DETOURS TO LIBRARIES WITHOUT BECOMING OVERWHELMED WITH A MASS OF DATA ABOUT UNIQUE INDIVIDUALS. MANY ATTEMPTS TO "STEP INTO ANOTHER PERSON'S SHOES" OR SEE PEOPLE "HUMANLY" FAIL BECAUSE HUMAN INDIVIDUALITY SEEMS TOO COMPLEX TO HANDLE. IT SEEMED LIKE A RIDDLE:
HOW TO DEAL WITH PEOPLE ON THEIR TERMS AND DO IT SYSTEMATICALLY?

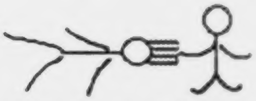
SENSE-MAKING ASSUMES THAT THE ANSWER TO THIS RIDDLE INVOLVES ISOLATING WHAT IT WAS ABOUT THE HUMAN JOURNEY THROUGH LIFE THAT IS KEY TO UNDERSTANDING WHY PEOPLE MIGHT MAKE DETOURS TO LIBRARIES AND HOW THEY MIGHT SEE THEMSELVES HELPED BY THESE DETOURS.

PART OF THE ANSWER TO THE RIDDLE IS TO FOCUS ON PEOPLE MOVING THROUGH THEIR LIVES -- ONE STEP AFTER THE OTHER.

ANOTHER PART OF THE SOLUTION IS TO PONDER: WHY WOULD SOMEONE MAKE A DETOUR? THE ANSWER IS SIMPLE: BECAUSE FOR SOME REASON THEY CAN'T KEEP MOVING AHEAD. IN ESSENCE, THEY SEE THEMSELVES AS FACING SOME KIND OF SITUATION WHICH IS TROUBLESOME IN SOME WAY.

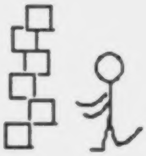


Being out of control and seeming to have no direction

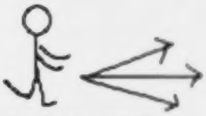


Being dragged down a road not of your own choosing

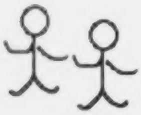
TROUBLESOME SITUATIONS



Facing a barrier between you and where you want to go



Having to choose between two or more roads ahead



Needing to follow someone who has been there before

IN SENSE-MAKING, A TROUBLESOME SITUATION IS ANY SITUATION, BAD OR GOOD, SERIOUS OR FRIVOLOUS, WHERE A PERSON FACES SOME KIND OF GAP PREVENTING MOVEMENT AHEAD.

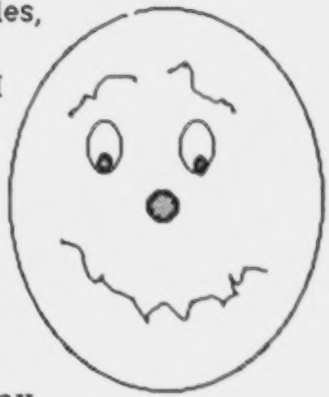
A DETECTIVE STORY ADDICT WHO HAS RUN OUT OF DETECTIVE STORIES, A WORKER WHO LOSES HIS JOB, A PATIENT FACING A MONTH OF RECUPERATION, A POET TRYING TO MASTER HAIKU, A STUDENT WITH A NEW COMPUTER -- ALL FACE GAPS IN THEIR MOVEMENT. ALL MIGHT POTENTIALLY MAKE A DETOUR TO THE LIBRARY.

SENSE-MAKING ASSUMES THAT HUMAN BEINGS ASK QUESTIONS BECAUSE THEY NEED ANSWERS IN ORDER TO CONTINUE THEIR JOURNEYS.

IF THE ANSWERS WERE ALREADY KNOWN, THEN NO DETOUR WOULD BE NECESSARY.

What's going on in this situation?
How are things related to each other?
What are the ways things should be done, the rules, the laws?
What's my role, how do I fit in?
Am I alone, is anyone listening, or agreeing with me?

What are my motives, reasons, feelings, wants?



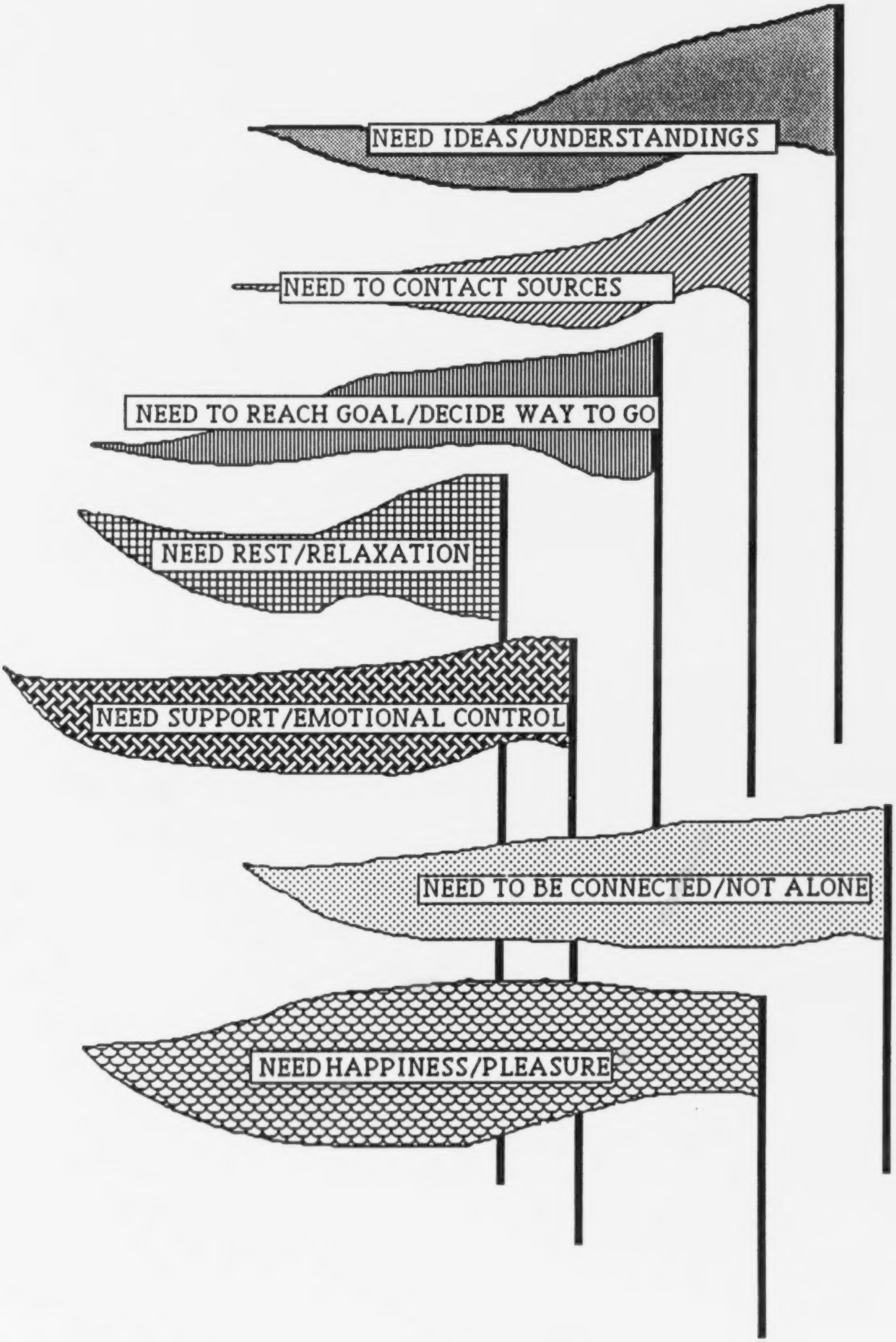
How can I get motivated?
What are my options, what's the best thing to do?
How, when, or where can I do something?
How can I get around all the red tape in the bureaucracy?
Are there other ways I can think about this situation?

Can I avoid or get away from bad consequences?
If I do this, what will happen?

What information is available in this situation?
What services or help are available?

SENSE-MAKING ALSO ASSUMES THAT PEOPLE HAVE
PURPOSES. PURPOSES ARE DEFINED AS WHATEVER IT
IS THE PERSON HOPES TO GET FROM THE JOURNEY --
MAYBE IDEAS, UNDERSTANDINGS OR SKILLS;
FEELING CONNECTED TO OTHER PEOPLE;
REST AND RELAXATION, HAPPINESS OR PLEASURE;
EMOTIONAL CONTROL, SUPPORT, MOTIVATION;
TO GET SOMEWHERE IN PARTICULAR,
OR TO BE ABLE TO DECIDE WHERE TO GO.

SENSE-MAKING ASSUMES THAT
NO OUTSIDER CAN TELL BY LOOKING AT OTHER PEOPLE
OR THEIR EXTERNAL SITUATIONS
HOW THOSE PEOPLE SEE THEMSELVES STOPPED, OR
THE CONFUSIONS THEY FACE,
OR EVEN THE WAYS THEY MIGHT BE HELPED.


NEED IDEAS/UNDERSTANDINGS
NEED TO CONTACT SOURCES
NEED TO REACH GOAL/DECIDE WAY TO GO
NEED REST/RELAXATION
NEED SUPPORT/EMOTIONAL CONTROL
NEED TO BE CONNECTED/NOT ALONE
NEED HAPPINESS/PLEASURE

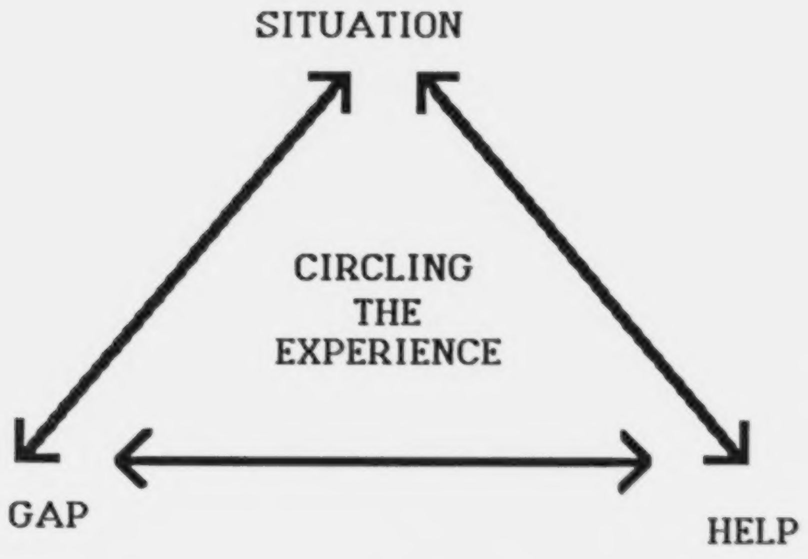
SENSE-MAKING ASSUMES THAT THERE ARE
BASICALLY THREE KINDS OF SIGNIFICANT QUESTIONS
YOU CAN ASK PEOPLE ABOUT THEIR JOURNEYS
(INCLUDING THEIR DETOURS).

SIGNIFICANT QUESTION TYPE #1:
WHAT IN YOUR SITUATION IS STOPPING YOU?
WHAT'S MISSING IN YOUR SITUATION?

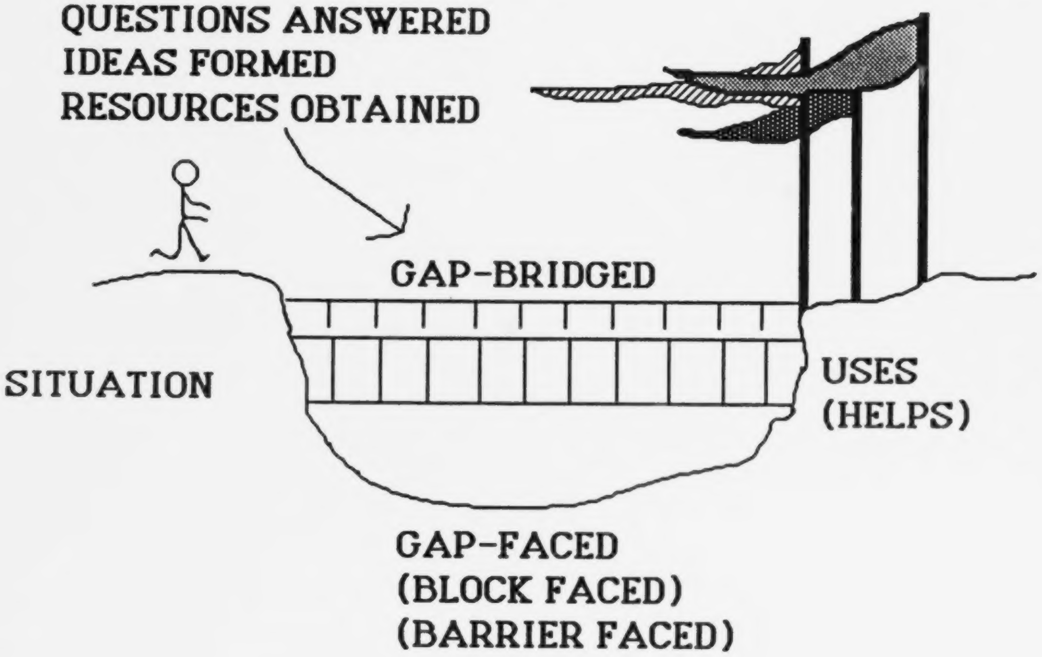
SIGNIFICANT QUESTION TYPE #2
WHAT QUESTIONS OR CONFUSIONS DO YOU HAVE?

SIGNIFICANT QUESTION TYPE #3
WHAT KIND OF HELP DO YOU HOPE TO GET?

THESE QUESTIONS FORM
THE SENSE-MAKING TRIANGLE.



**SENSE-MAKING ASSUMES THAT IDENTIFYING PEOPLE'S INFORMATION NEEDS AND DETERMINING WHETHER THEIR NEEDS WERE MET INVOLVES CIRCLING THEIR EXPERIENCES.
THIS IS DONE BY ASKING THEM THESE THREE KINDS OF QUESTIONS AND LISTENING CAREFULLY TO THE ANSWERS.
THIS PROCESS OF TRACKING THE JOURNEY, AND DETERMINING HOW IT IS STOPPED, AND HOW TO GET IT GOING AGAIN IS WHAT SENSE-MAKING ASSUMES MAKES DEALING WITH "HUMAN INTERESTS" SYSTEMATICALLY AND HUMANLY MANAGEABLE.**


QUESTIONS ANSWERED
IDEAS FORMED
RESOURCES OBTAINED
GAP-BRIDGED
SITUATION
USES
(HELPS)
GAP-FACED
(BLOCK FACED)
(BARRIER FACED)

ANOTHER WAY TO THINK ABOUT ALL THIS IS TO VISUALIZE A HUMAN WALKING THROUGH LIFE. IN A PARTICULAR SITUATION, THE HUMAN MEETS A GAP OF SOME KIND (SOMETHING BLOCKING THE ROAD, PERHAPS, A BARRIER OF SOME KIND). IT IS THIS GAP SITUATION WHICH MAY PRECIPITATE A DETOUR TO THE LIBRARY.

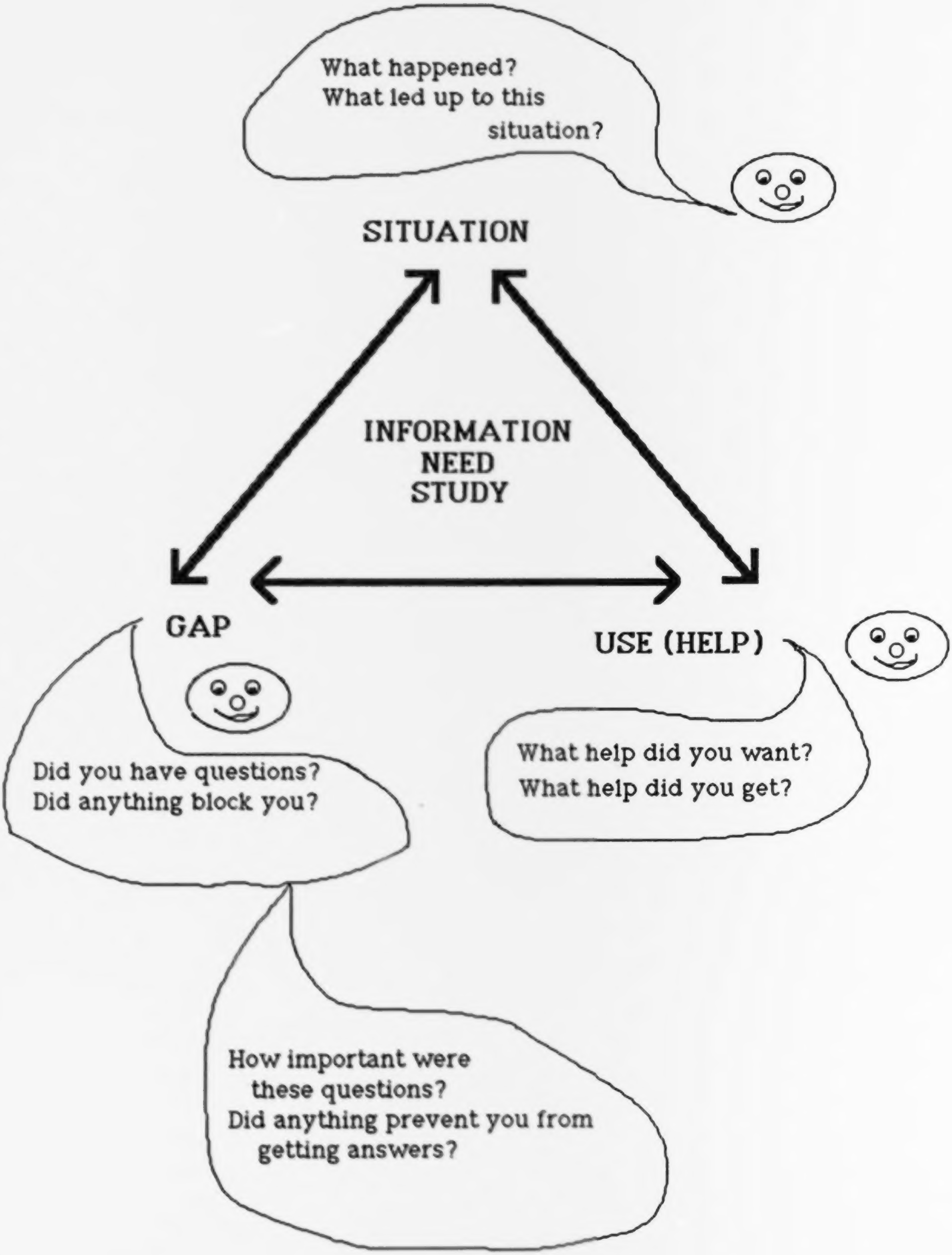
THE HUMAN MAKES THE DETOUR BECAUSE HE/SHE SEES THE LIBRARY AS SOMEHOW ASSISTING IN BRIDGING THE GAP -- PERHAPS BY PROVIDING HELP SO THE HUMAN CAN ANSWER QUESTIONS OR CREATE NEW IDEAS NEEDED TO GET THE JOURNEY GOING AGAIN, OR BY DIRECTING THE HUMAN TO THE RESOURCES NEEDED FOR THE JOURNEY.

BUT ANSWERS TO QUESTIONS, CREATING IDEAS, OR EVEN GETTING RESOURCES ARE RARELY ENDS IN THEMSELVES. RATHER, THE HUMAN SEEKS THEM BECAUSE HE/SHE SEES THEM AS HELPING IN THE PARTICULAR WAY THE HUMAN WANTS TO BE HELPED.

THIS EMPHASIS ON THE TRIANGLE OF SITUATIONS-GAPS-HELPS IS THE PRIMARY FOCUS OF ALL SENSE-MAKING STUDIES, NO MATTER WHAT THE SPECIFIC PURPOSE.

IN AN INFORMATION NEEDS STUDY, FOR EXAMPLE, THE CIRCLING OF THE HUMAN EXPERIENCE FOCUSES ON

* IDENTIFYING WHAT HAPPENED IN THE GAP SITUATION
* DETERMINING WHAT QUESTIONS THE PERSON HAD
* LEARNING WHAT KIND OF HELP THE PERSON SOUGHT

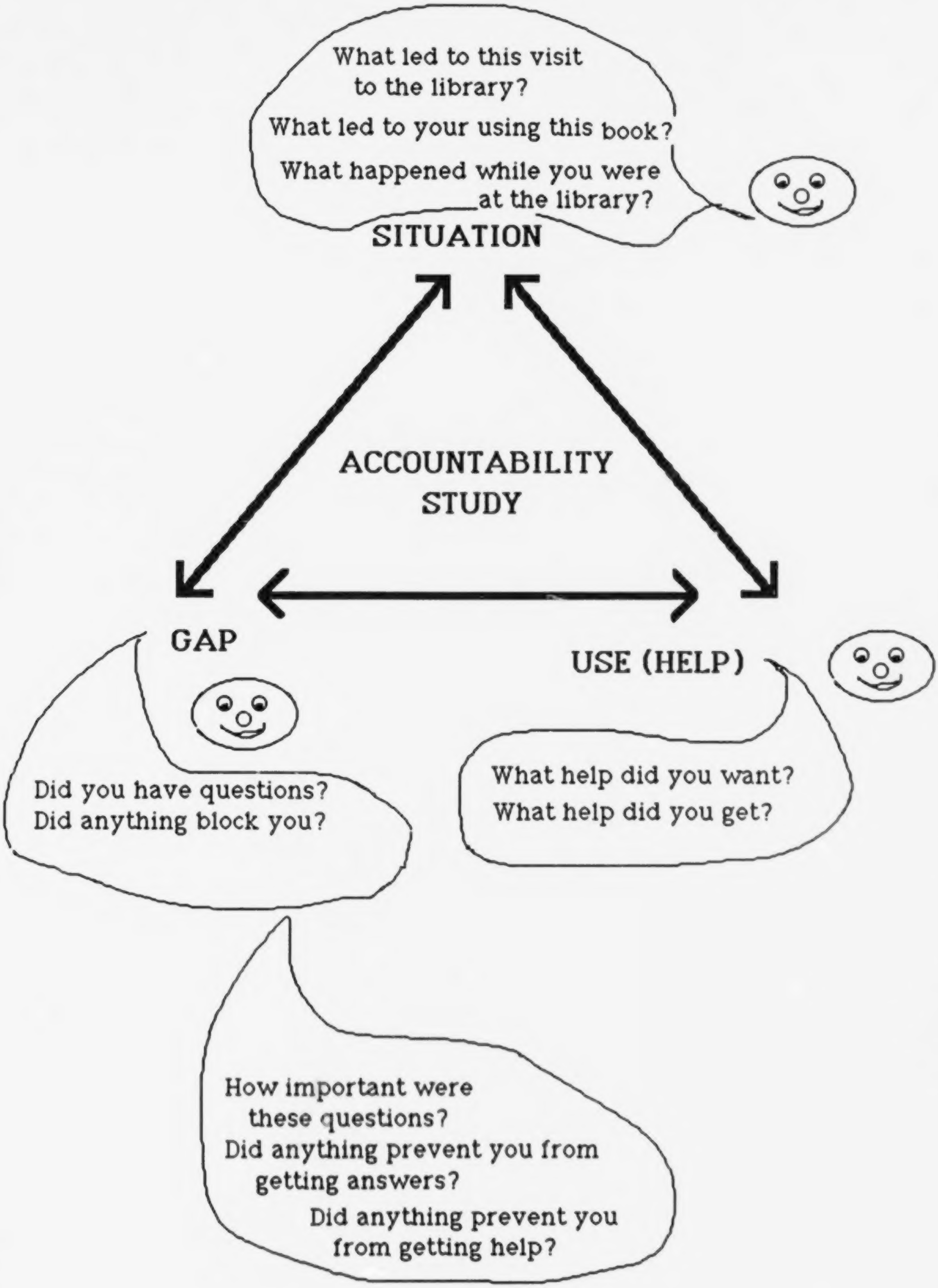

What happened? What led up to this situation?
SITUATION
INFORMATION NEED STUDY
GAP
USE (HELP)
Did you have questions? Did anything block you?
What help did you want? What help did you get?
How important were these questions? Did anything prevent you from getting answers?

IN AN ACCOUNTABILITY STUDY, THE FOCUS IS ON:

* DETERMINING WHAT GAPS LED TO
THE LIBRARY CONTACT AND WHETHER THE LIBRARY
ADDED ANY ADDITIONAL GAPS

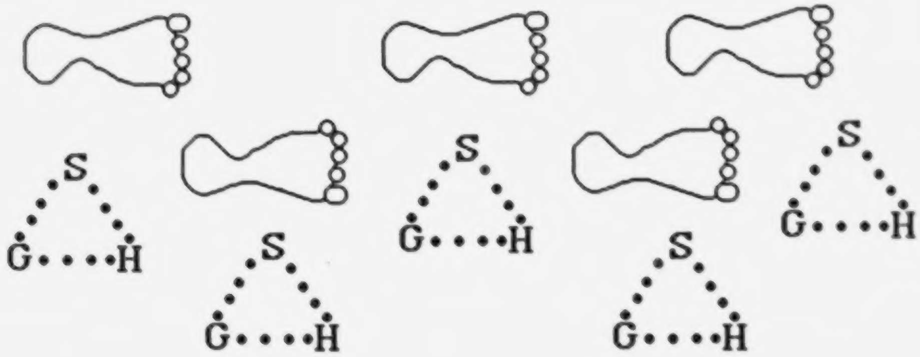
* LEARNING WHAT QUESTIONS
THE HUMAN BROUGHT TO THE LIBRARY AND
IF ANY OTHERS WERE ADDED AT THE LIBRARY

* FINDING OUT WHAT HELPS
THE HUMAN SOUGHT BY THE DETOUR AND
WHAT HELPS, IF ANY, WERE OBTAINED.


What led to this visit to the library? What led to your using this book? What happened while you were ______ at the library?
SITUATION
ACCOUNTABILITY STUDY
GAP
USE (HELP)
Did you have questions? Did anything block you?
What help did you want? What help did you get?
How important were these questions? Did anything prevent you from getting answers? Did anything prevent you from getting help?

SENSE-MAKING STUDIES IMPLEMENT THE TRIANGULAR CIRCLING OF EXPERIENCE IN A VARIETY OF WAYS. THE CORE RESEARCH APPROACH IS CALLED THE "TIME-LINE INTERVIEW."

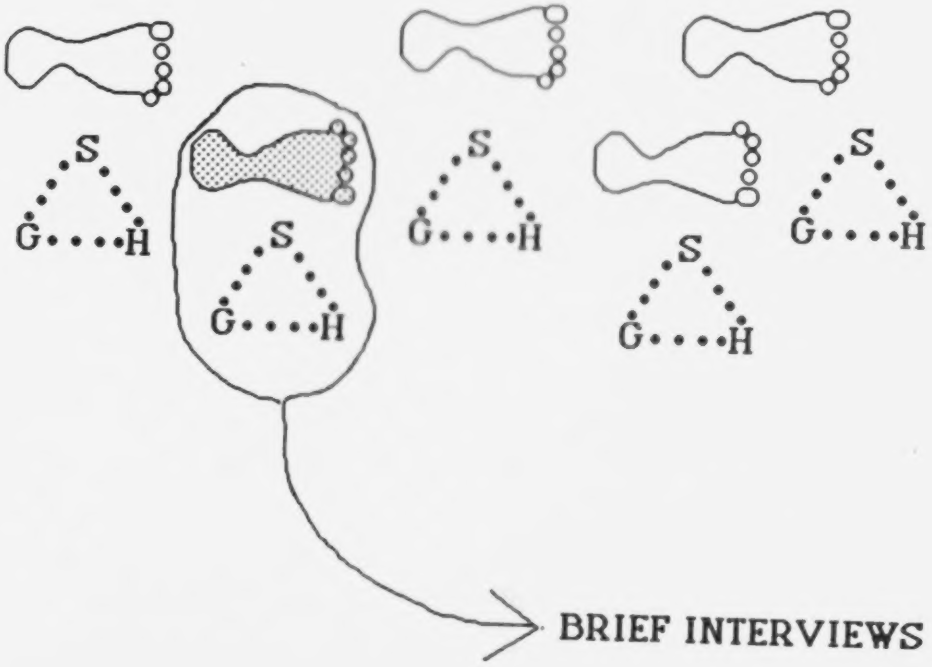
TIME LINE INTERVIEW



THE TIME-LINE INTERVIEW ASKS THE HUMAN TO RECONSTRUCT EACH EVENT IN AN OVERALL SITUATION STEP-BY-STEP -- THE NATURE OF THE SITUATION, GAPS, AND HELPS SOUGHT AT EACH PARTICULAR MOMENT.

THE TYPICAL TIME-LINE INTERVIEW IS VERY DETAILED AND TAKES CONSIDERABLE TIME. AS A RESEARCH APPROACH IT IS MOST RELEVANT FOR SIGNIFICANT LIFE EXPERIENCES, OR PARTICULARLY TROUBLESOME EVENTS.

BECAUSE OF THIS, THE CORE APPROACH HAS BEEN SIMPLIFIED TO PRODUCE A VARIETY OF BRIEFER APPROACHES. THEY ZERO IN ON PARTICULAR MOMENTS OR ASPECTS OF THE SITUATION. NO MATTER HOW BRIEF, HOWEVER, ALL SENSE-MAKING METHODS FOCUS ON THE SENSE-MAKING TRIANGLE OF SITUATIONS-GAPS-HELPS.



THE SENSE-MAKING APPROACH ALSO MAKES SOME BASIC ASSUMPTIONS ABOUT THE NATURE OF THE RESEARCH PROCESS AS IT IS USED IN HUMAN SERVICE ORGANIZATIONS THAT WANT TO DETERMINE NEEDS AND IF NEEDS HAVE BEEN MET.

FIRST, SENSE-MAKING ASSUMES THAT RESEARCH SHOULD BE PART OF THE EVERYDAY PROCESS OF PROVIDING SERVICE. FOR EXAMPLE, EVERY USER MIGHT BE ASKED HOW DID THE BOOK BEING RETURNED HELP? ONCE A MONTH, EVERY LIBRARIAN MIGHT DO AN IN-DEPTH INTERVIEW WITH A USER...OR A NON-USER. EVERY STAFF MEMBER MIGHT BE TRAINED TO TALK WITH PEOPLE IN WAYS THAT GET TO THE CORE OF THEIR NEEDS. SENSE-MAKING ASSUMES THAT CONDUCTING RESEARCH IS A NECESSARY PART OF THE EBB AND FLOW OF DAILY PRACTICE FOR THOSE WHO WANT TRULY RESPONSIVE SYSTEM OPERATION AND DESIGN. USERS AND POTENTIAL USERS ARE ALL PLACED AT THE CENTER OF THE SYSTEM.

SECOND, SENSE-MAKING ASSUMES THAT GETTING TO THE HEART OF PEOPLE'S NEEDS DOES NOT INVADE PEOPLE'S PRIVACY. RATHER, IT ASSUMES GOOD SERVICE REQUIRES EFFECTIVE NEED CLARIFICATION.

THIRD, SENSE-MAKING ASSUMES THAT EFFECTIVE RESEARCH DOES NOT HAVE TO ALWAYS INVOLVE LARGE SAMPLES. SOMETIMES IT IS NECESSARY (THE CONDITIONS ARE DISCUSSED IN APPENDIX D). BUT, THE ACCUMULATION OF UNDERSTANDINGS ABOUT USERS AND POTENTIAL USERS SYSTEMATICALLY COLLECTED OVER TIME BY A LARGE NUMBER OF LIBRARY PERSONNEL ARE CONSIDERED MORE USEFUL IN THE LONG RUN.

FINALLY, SENSE-MAKING ASSUMES THAT PEOPLE'S STORIES, TOLD IN THEIR OWN WORDS, ARE AS USEFUL RESULTS OF SYSTEMATIC RESEARCH AS COUNTS OF THIS AND THAT. STATISTICS INDICATE THE MAGNITUDE OF ACHIEVEMENTS OR PROBLEMS -- HOW MANY DID THIS? HOW MANY FAILED TO DO THAT? THE STORIES BEHIND THESE COUNTS MAKE THE NUMBERS LIVE AND GIVE THEM A REALITY THAT SPEAKS ELOQUENTLY TO USERS, POTENTIAL USERS, VOTERS.....AND LEGISLATORS

CHAPTER FOUR

THE MODULES -- AN OVERVIEW

The common structure of the modules

The remainder of this report presents a set of eleven research modules -- six designed for accountability assessments and five for need assessments. While the modules differ in their length and other characteristics, it is important to emphasize that all are derived from the same core perspective presented in Chapter Three.

The intent of the use of each module is to obtain a description from the perspective of the person -- the user or potential user -- of a real situation. Obtaining situation descriptions without some kind of structure would produce chaotic results. The modules resolve this by obtaining the descriptions along the dimensions mandated by the sense-making approach. Specially, the modules mandate a focus on the three corners of the sense-making triangle:

SITUATION: what happened in the situation?
GAPS: what gaps were present in the situation?
HELPS: what helps were sought?

When the module involves accountability assessment, the real situation is one involving contact with a library and the concern focuses on identifying both the situation, gaps, and helps which brought the person to the library as well as the situation, gaps, and helps involved in the actual contact with the library. When the module involves needs assessment, the real situation is one involving gap-facing in some arena relevant to the research team's needs assessment purpose.

The modules emphasis on focal situations can be illustrated by describing a typical in-depth time-line interview of each type. These typical interviews are representative of only two of the eleven modules presented in this report. They serve to provide a baseline framework for describing the remaining modules.

An accountability time-line interview: This interview might ask the respondent to describe a recent situation in which he/she used a library from the moment when he/she first thought of doing so until the time after the contact with the contact was completely out of mind. The respondent would be asked to describe:

- each event and the barriers faced;
- the questions and concerns present each step of the way; and
- the helps he/she sought.

The respondent would, in turn, be asked:

- what barriers he/she faced successfully;
- what questions he/she got answers to; and
- what helps he/she actually received

Across the entire interview, some of the events described by the respondent would probably be ones outside the library contact, like the situation that led the respondent to make the contact. Some of the events would be during the contact.

A needs assessment time-line interview: If, for example, the purpose of the study was to assess the information needs of employers, the interviewer might ask the respondent to describe a recent situation on-the-job which was troublesome in some way. Again, the respondent would be asked to describe:

- each event and the barriers faced;
- the questions and concerns present each step of the way;
- the helps sought each step of the way.

Again, the respondent would be asked to describe:

- what barriers he/she faced successfully;
- what questions he/she got answers to; and
- what helps he/she actually received

The essential structure of the two different kinds of research modules is the same. One focuses more on whether gaps were bridged, questions were answered, helps were obtained (accountability) while the other focuses more on what gaps were faced, what questions were asked, what helps were sought (needs assessment). The two modules are like opposite sides of the same coin.

The potential uses of the modules

The modules were derived from some 13 years of sense-making research applications (see Bibliography for citations) across a wide variety of accountability and needs assessment situations. They are designed to be general research tools which any research team can adapt to meet their specific accountability or need assessment research requirements. They can be used with virtually any set of respondents:

* young people
* general population citizens
* senior citizens
* minority citizens
* employers
* parents
* teachers
* legislators
* audio/visual users
* bookmobile users
* telephone reference users
* community leaders
* business leaders
* governmental agency heads
* library board members
* staff members
* etc.

and focused on any general or specific aspect of library use:

* the last contact
* the most important contact
* a recent important contact
* a phone contact
* use of a particular service
* use of a particular kind of material
* etc.

or any kind of potential information need situation:

* a troublesome situation last week
* an everyday problem
* a homework situation
* a health situation
* a parenting situation
* a work situation
* a business operations situation
* a voting situation
* etc.

The potential information need situation can be specified to point to a particular arena in which the library would like to improve or offer new services:

- a situation where people didn't cooperate
- a situation where someone ended up defending the library
- a situation where a worker felt he/she could have done better with more training
- a situation in which a person felt blocked because he/she was elderly (a teen, a hispanic, a woman, etc.)
- a situation in which the person felt there was nowhere to turn
- etc.

The modules themselves are offered not as recipes but rather as possibilities. There are a wide variety of ways in which one can implement the sense-making ideas in research. The modules offered here do not include all possibilities and readers could well invent their own options.

How the modules differ

The eleven module presented in this report differ along a variety of dimensions. The intent is to offer libraries a variety of tools from which to choose. An overview of the eleven modules shows that they differ primarily along these dimensions:

> **HOW IN-DEPTH THE RESULTING DATA IS:** Some modules involve in-depth interviewing while others are very brief.
>
> **HOW CLOSE-ENDED THE INTERVIEWS ARE:** Some modules involve asking respondent questions which are completely open-ended while others require that the respondent answer yes/no to a series of queries.
>
> **WHETHER AN INTERVIEWER IS INVOLVED:** Some modules involve one interviewer interviewing one respondent; others involve group administration. One involves self-administration, where the respondent "interviews" him/herself. Another involves staff members reporting on what they thought a patron's situation involved. Another involves using community newspapers as an entry into situations facing community leaders.
>
> **WHETHER DESCRIPTIONS ARE OBTAINED OF ALL CORNERS OF THE SENSE-MAKING TRIANGLE:** Some modules cover all aspects of the triangle while others cover only one.

This table presents a brief overview of the 11 modules:

Table 1

Brief overview of the eleven modules

Kind of Interview	Accountability Assessments	Need Assessments
In-depth	#1	#7
Brief open-ended	#2	#8
Brief close-ended	#3	#9
Self administered	#4	--
Group administered	#5	#10
Staff report	#6	--
Community newspapers	--	#11

Table 2, presented at the end of this chapter, includes a detailed description of each module. For purposes of introduction, these brief descriptions will be helpful.

> **#1 & #7: The in-depth interview:** This module is modeled after the comprehensive time-line interview. It tracks a situation in detail step by step -- what happened first, what happened next, and so on. For each step, it asks what was the situation like, what gaps were present, what questions did you have, what helps did you seek. And, it asks each step of the way, what gaps were bridged, what questions were answered, what helps were obtained.
>
> **#2 & #8: The brief open-ended interview:** This module asks the respondent to summarize across all events in a situation and pull out only those aspects which are "on top" at the time of the interview. Of all the events experienced, gaps faced, questions asked, helps sought, only some get recalled. The assumption is that these are the most important or relevant to the respondent at the time of the interview.
>
> **#3 & #9: The brief close-ended interview:** This modules starts by anchoring the respondent in a real situation but from that point on uses close-ended queries. For accountability

studies: Which of these reasons led to your contact? Which of these ways were you helped? For information need studies: Which of these situations did you face? Which of these were your reasons for stopping in this situation? Which of these questions did you have? Which of these ways did the answers to these questions help? All the close-ended options in the brief close-ended interviews have been drawn from prior sense-making studies completed in library contexts. It is important to note that the accountability module (#3) taps only how libraries are helpful. If a research team is interested in tapping library use barriers, another module need to be used (#2 or #5).

#4: The self-administered interview (accountability only): This module focuses in on how a user was helped by his/her use of a specific item borrowed from the library (e.g. a book, video tape, etc.). The module combines the use of open-ended and close-ended queries and focuses only on the "help" corner of the sense-making triangle.

#5 & #10: The group administered interview: These modules do not focus on individual respondents. Instead, groups of respondents each are asked in turn to describe either a library contact situation (accountability study) or other life situation (needs assessment study). The queries to the respondents focus on all corners of the sense-making triangle (situation-gaps-helps). Module #5 (accountability) is a group administered version of Module #2; Module #10 (needs) is a group administered version of Module #8.

#6: The staff report interview (accountability only): This module asks staff members to report their perceptions of how individual users would have answered module #2. It is designed both to train staff to think along the sense-making dimensions and to provide data. The data becomes more useful, of course, as staff members become more aware of the sense-making dimensions and use them more often in their interactions with staff members.

#11: The analysis of community newspapers (needs assessment only): This module utilizes local newspaper coverage as a means of obtaining a "window" though which to look at community information needs. The module is designed specifically to create awareness of community power structures and the main "players" in that structure and to provide a baseline within which to design programs to meet the needs of these players. Newspaper stories are content analyzed to identify "actors" and "need issues" and the corners of the sense-making triangle as they apply to these: the situation that led to the need issue, the questions or gaps the actor faces, the helps the actor seeks.

Selecting a module

In choosing one module over another for implementation, there are a number of dimensions which are particularly relevant for comparison purposes. These include:

How useful the module is in training staff to think about people in sense-making terms: The more in-depth modules based on open-ended queries are more useful in training staff to listen and think in sense-making terms. The best accountability modules for this purpose are #1, #2, and #5). The best needs assessment modules for this purpose are #7, #8, and #10.

How important or salient the situation the respondent is asked to describe is to the respondent: The more in-depth modules require that the situations which respondents are asked to describe be important to them and rich in detail. Troublesome life events at work and at home usually serve well (e.g. the worst situation that ever happened to you as a student, a recent difficult health situation, a recent life situation which was particularly troublesome, the worst thing that ever happened to you at a governmental agency). Many library accountability studies, in contrast, focus on assessing a recent library use situation which probably wasn't particularly troublesome and may not have been particularly salient. For these studies, less in-depth interviews work best until interviewers are trained in how to adapt the in-depth interviews to adjust to the detail the respondent wants to provide. Modules #2, #3, #4, and #5 are brief enough in their structure to accomodate studies which are aimed at focusing on the most recent use of a library. The same logic must be applied to needs assessments. If the situation the research team wants respondents to focus on is relatively humdrum and routine, then less detailed interviews (such as #8, #9, or #10) should be selected. See Appendix B for suggestions on defining the focal situation for sense-making studies.

How easy is it for staff to take the first step: Some librarians who have come to terms with the ideas of the sense-making approach and its implications for library service report that the change was for them a profound philosophic leap and that the transition had to be gradual. For these purposes, briefer, less-intensive modules may be more useful. Most gentle of all, of course, is Module #6, the accountability module based on staff reports of their perceptions of users. The difficulty with this module is that the quality of data produced will be useful in understanding users only to the extent that staff begin to interact with users in sense-making terms. Even without such skills, however, staff may benefit from the training aspects of the use of Module #6 as an introduction to sense-making.

How big a sample is needed: One of the premises of sense-making as a research approach is that small-scale essentially qualitative but often repeated data collections are far more useful to practitioners in improving and designing services than one-shot large scale purely quantitative studies done every 5-10 years. Even 20 in-depth interviews a year is a useful input to library staff awareness providing the selection of respondents is random. If, however, the study has a specific purpose which is going to be evaluated in a public arena where statistics are the norm (e.g. legislative bodies), then a larger sample may be necessary. (For details on sampling, see Appendix D.) For such situations, the briefer modules and those built on more close-ended queries are easier to execute with large samples. The modules which take less time to administer are listed in the section immediately above. Those based entirely or almost entirely on close-ended responses include #3 and #4 (accountability assessment) and #9 (needs assessment).

How easy it is to quantify the results of the data collection: This comparison dimension parallels that above. The more close-ended modules are already presented in quantitative terms (i.e. how many respondents say "yes" or "no" to each question). The more open-ended modules require that a content analysis process be used to categorize respondent answers into established categories and then count the number of respondents whose replies fell in each category. Appendix E provides instruction for content analysis.

How much time the interviewing takes: Again, this dimension parallels those immediately above. More in-depth, more open-ended interviews take more time both to administer and to analyze.

How rich the resulting data is qualitatively: This dimension is, in a sense, a mirror-image of those immediately above. The more open-ended, more in-depth modules provide richer qualitative data. In essence, they tap into the human "stories" which provide compelling points of attention when one attempts to translate library service into human terms (accountability studies) or design new services which speak to human concerns (needs assessments).

In selecting modules to use, the choice is always a trade-off between the more close-ended approaches which yield quicker and more quantifiable data and the more open-ended approaches which yield results more easily recognizable as "human stories." In the framework of sense-making, however, these are not either-or questions. A truly responsive library would constantly be using a variety of these techniques. For example, a truly responsive library might:

* Require all professional staff to do two in-depth accountability interviews a year (Modules #1 or #2) and two in-depth needs assessment interviews a year (Modules #7 or #8).

* Select a random day every three months in which users are asked to respond to accountability Module #3 (assessing the entire library visit) or #4 (reporting how a specific item borrowed was helpful).

* Use a form of information needs assessment module #8 in all interactions with users (e.g. in the reference interview) without formally recording results. This application of sense-making has been formalized as the "neutral questioning" approach to the reference interview and is reported in Dervin and Dewdney 1986.

* Select one group of community members a year for special attention and learn about their information needs using a version of Modules #7 or #8 or #10 in a small-scale study of, perhaps, 20-30 people.

* Select one service a year for special attention and learn about how it is used using a version of Modules #1 or #2 or #5 in a small scale study of about 20-30 people.

* Conduct a study of how the library helps the community with a large sample (using Module #3) perhaps once every 5 years.

* Require that staff regularly report the interesting "human" stories that come to their library using Module #6.

This is only one possible scenario. The major point is that such a design builds small-scale research activities into the daily being of the library. Its benefits are intended to be accumulative.

Steps in using a module
After a module has been selected for application, there are a number of steps which are required in virtually every module use. These include:

SELECTING RESPONDENTS AND A FOCAL SITUATION: All the modules require that one or more respondents be identified and that their attention be directed to a focal situation. For sense-making interviews to work well, these focal situations must be well-defined and ones which are real to the respondent(s). Appendix B provides instruction on identifying focal situations for particular respondents and highlights how the foci are used in the twenty module tests.

REFINING AND REVISING THE QUESTIONNAIRE: The modules as presented are not recipes. Revisions will be necessary for application in particular contexts. The important thing to remember in making revisions is that sense-making studies require that respondents be left free to talk about their worlds in their own terms. The sense-making triangle allows them to do that in a way that permits us to systematically analyze the results. Introducing some queries to the respondent that come from looking at the respondent through library eyes does not do undue harm. Module #3, for example, starts with a checklist of library materials. To turn the entire questionnaire over to these kinds of queries defeats the sense-making purposes. Some guidance for questionnaire revision are included in Appendix B, based primarily on suggestions from the nineteen test-site libraries.

PREPARING FOR INTERVIEWING: Sense-making interviewing requires that interviewers become adept at focusing on the sense-making triangle and using it to guide their questions to respondents and their adaptations of the interview structure. Appendix C gives some suggestions.

DRAWING A SAMPLE: While the sense-making modules can be used with virtually any group of individuals, this report suggests that random sampling be used wherever possible. It is with random sampling that we protect ourselves from choosing a biased set of respondents -- perhaps all respondents who have the "library habit" and thus love us....or all respondents whose information needs are easily addressed. Appendix D gives some instruction on random sampling, and highlights the sampling approaches in the twenty module tests.

CONTENT ANALYZING RESPONSES: One of the premises of this report is that people's stories have value in their own right. Sometimes, however, it is useful to develop quantitative portraits of aspects of these stories. In these circumstances, a process called content analysis is used to develop categories and then assign responses to these categories so that counts can be made of how many respondents had responses which fell into each category. Instruction is provided in content analysis in Appendix E, along with an index to the content analyses used in the twenty module tests.

DATA ANALYSIS: In addition to recording the nature of people's stories, there are times when the research team wants to present statistical portraits of results. Appendix F gives some training in data analysis.

INTERPRETING THE RESULTS: Research studies, no matter how elegantly executed, are worthless unless the results are put into action. Appendix G offers suggestions based on sense-making premises on how to get the most from study results.

Detailed overview of modules

The remaining section of this chapter presents a detailed overview in table form of the modules showing how each, in turn, obtains from respondents (or, in the case of module #11, from newspaper accounts) descriptions of:

- **the focal situation pertinent to the study**
- **the "corners" of the sense-making triangle: situations, gaps, helps**

In addition, the table reports on how each module assesses whether the respondent bridged the gaps. Finally, the overview reports on other dimensions built into the module (e.g. demographic measures, etc.) and the estimated time for applying the module. The overview also lists which of the nineteen libraries tested each module.

The modules are presented in Chapter Five; the module tests in Chapter Six with each library's test presented in alphabetical order by library name.

Table 2

Abbreviated Survey of the Eleven Modules

MODULE	ACCOUNTABILITY	NEED ASSESSMENT
IN-DEPTH INTERVIEW	**#1**	**#7**
focal situation	An intersection with a library or information center, defined as required to fit study purposes.	A life event, defined as required to fit study purposes.
situation	What happened step by step?	What happened step by step?
gap	For each event: Anything that blocked you? How? How much? Did you have any questions? What were they? For each question: Did anything prevent an answer?	For each event Anything that blocked you? How? How much? Did you have any questions? What were they? For each question Did anything prevent an answer?
gap bridged	For each question: Did you get answer? Was answer complete? How did you get answer? How important was question?	For each question: Did you get answer? Was answer complete? How did you get answer? How important was question?

(Continued)

MODULE	ABBREVIATED SURVEY OF QUESTIONNAIRE	
	ACCOUNTABILITY	NEED ASSESSMENT
helps	For each event: Was anything in situation helpful What? How much did it help? For each question: How did you hope the answer would help? How did the answer help?	For each event: Was anything in situation helpful? What? How much did it help? For each question: How did you hope the answer would help? How did the answer help?
demography	Which library When contacted Household size Education level Age Race Income Sex	How long ago did situation start? Is situation still in process? Household size Education level Age Race Income Sex
time estimate	15 minutes to 2 hours, depending on purpose	1/2 hour to 2 hours, depending on purpose
test sites	Benicia Public San Mateo County	San Mateo County

(Continued)

MODULE	ABBREVIATED SURVEY OF QUESTIONNAIRE	
	ACCOUNTABILITY	NEED ASSESSMENT
BRIEF OPEN-ENDED INTERVIEW	#2	#8
focal situation	An intersection with a library or information center, defined as required to fit study purposes.	A life event, defined as required to fit study purposes.
situation	What happened step by step?	What happened step by step?
gap	For each event: Anything that blocked you? How? How much?	For each event Anything that blocked you? How? How much?
	Questions: Did you have any questions? What were they?	Questions: Did you have any questions? What were they?
	For each question: Did anything prevent an answer?	For each question Did anything prevent an answer?
gap bridged	For each question: Did you get answer? Was answer complete? How did you get answer?	For each question: Did you get answer? Was answer complete? How did you get answer?

(Continued)

MODULE	ABBREVIATED SURVEY OF QUESTIONNAIRE	
	ACCOUNTABILITY	NEED ASSESSMENT
helps	For each event: Was anything in situation helpful? What? How much did it help?	
	For each question: How did you hope the answer would help? How did the answer help?	For each question: How did you hope the answer would help? How did the answer help?
demography	Which library When contacted Household size Education level Age Race Income Sex	How long ago did situation start? Is situation still in process? Household size Education level Age Race Income Sex
time estimate	10 to 30 minutes, depending on purpose	10 to 30 minutes, depending on purpose
test sites	Alameda County Contra Costa County Redwood City Public Santa Cruz Public	Contra Costa County North State Cooperative Library System Palm Springs Public Palo Alto City Redwood City Public San Diego County Shasta County

(Continued)

MODULE	ABBREVIATED SURVEY OF QUESTIONNAIRE	
	ACCOUNTABILITY	NEED ASSESSMENT
BRIEF CLOSE-ENDED INTERVIEW	#3	#9
focal situation	An intersection with a library or information center, designed as required to fit study purposes.	A life event, defined as required to fit study puposes.
situation	Which of these reasons led to contact? (checklist of 8) What materials/ services did you use? (checklist of 12)	What of the following everyday problem situations have you faced in past month? (checklist of 18) Which one was most important to you?
gap	Not built into module	In situation: Which of the following were your reasons for having to stop in this situation? (checklist of 5) Questions: Which of these questions did you have in this situation? (checklist of 17) Which one was most important?

(Continued)

MODULE	ABBREVIATED SURVEY OF QUESTIONNAIRE	
	ACCOUNTABILITY	NEED ASSESSMENT
		In getting answer to important question: What prevented getting complete answer? (checklist of 6)
gap bridged	Not built into module	For important question: How easy was it to get an answer? (rating scale) How did you get an answer? (checklist of 12) Which source used was most helpful? How complete was answer?
helps	Which of these ways were you helped? (checklist of 7)	For important question: Which of these ways did the answer help? (checklist of 16) How much did answer help?
demography	When contacted library? Household size Education level Age Race Income Sex Race	How long ago did situation occur? Is situation still in process? Household size Education level Age Race Income Sex

(Continued)

MODULE		ABBREVIATED SURVEY OF QUESTIONNAIRE	
		ACCOUNTABILITY	NEED ASSESSMENT
	time estimate	10-30 minutes, depending on purpose	10-30 minutes, depending on purpose
	test sites	Benicia Public National City Public Palo Alto City Thousand Oaks Public	None
SELF-ADMINISTERED INTERVIEW		#4	
	focal situation	The use of a specific book, record, tape, magazine, or other library material.	No module
	situation	Not built into module	
	gap	Not built into module	
	gap bridged	Not built into module	
	helps	How did the item help? Which of these ways were you helped? (checklist of 7)	
	demography	What library contacted When contacted library Household size Education level Age Race Income Sex	

(Continued)

MODULE	ABBREVIATED SURVEY OF QUESTIONNAIRE	
	ACCOUNTABILITY	**NEED ASSESSMENT**
time estimate	2-5 minutes	
test sites	Los Angeles County Public National City Public	
GROUP ADMNINISTERED INTERVIEW	**#5**	**#10**
focal situation	An intersection with a library or information center, defined as required to fit study purposes	A life event, defined as required to fit study purposes
situation	What happened that led to contact?	What happened?
gap	Blocking events: Anything that blocked you? What? How did it block? How much did it block?	Blocking events: Anything that blocked you? What? How did it block?
	Questions: Did you have any questions? What were they?	Questions: Did you have any questions? What were they?

(Continued)

MODULE	ABBREVIATED SURVEY OF QUESTIONNAIRE	
	ACCOUNTABILITY	NEED ASSESSMENT
	For each question: Did anything prevent an answer?	For each question Did anything prevent an answer?
gap bridged	For each question: Did you get answer? Was answer complete? How did you get answer?	For each question: Did you get answer? Was answer complete? How did you get answer?
helps	Helpful events: Was anything in situation helpful? What? How did it help? How much did it help?	
	For each question: How did you hope the answer would help? How did the answer help?	For each question: How did you hope the answer would help? How did the answer help?
time estimate	2-3 hour group session	2-3 hour group session
test sites	San Mateo Public South San Francisco Public	Daly City Public South San Francisco Public

(Continued)

MODULE	ABBREVIATED SURVEY OF QUESTIONNAIRE	
	ACCOUNTABILITY	NEED ASSESSMENT
STAFF REPORT INTERVIEW	**#6**	
focal situation	The staff member's recollection and estimates of a particular user, selected by whatever criteria fit study purpose.	No module
situation	What happened that led to contact?	
gap	Blocking events: Anything that user saw as blocking? How did it block? How much did it block? Questions: Did user have any questions? What were they? For each question: Did anything prevent an answer?	
gap bridged	For each question: Did user get answer? Was answer complete? How did user get answer?	

(Continued)

MODULE	ABBREVIATED SURVEY OF QUESTIONNAIRE	
	ACCOUNTABILITY	NEED ASSESSMENT
helps	Helpful events: Was anything in situation helpful to user? What? How much did it help? For each question: How did you hope the answer would help? How did the answer help?	
demography	Which library contacted Household size Education level Age Race Income Sex Staff member name	
time estimate	5-15 minutes per report	
test sites	Auburn-Placer County Los Angeles County Public	
ANALYSIS OF COMMUNITY NEWSPAPERS		**#11**
focal situation		Newspaper articles covering events in pertinent geographic area. Articles to contain an actor and need issue.

(Continue)

MODULE	ABBREVIATED SURVEY OF QUESTIONNAIRE	
	ACCOUNTABILITY	NEED ASSESSMENT
situation		Headline of news story Actor's situation leading to need issue
gap		Actor's questions relating to need issue
gap bridged		Actor's position on need issue
helps		How actor would be helped by answers to questions
time estimate		5-10 minutes per article
test sites		Covina City

CHAPTER FIVE

THE MODULES

This chapter presents the 11 modules. Each module presentation begins at the top of a new right-hand page and contains two sections:

- the questionnaire (or data collection instrument)
- suggestions for procedures to be used in recording responses.

This chart provides a quick reference for locating the modules with a listing of the page number on which each module starts.

Table 3

Index to the Eleven Modules in Chapter Five.

KIND OF INTERVIEW	ACCOUNTABILITY ASSESSMENT	NEED ASSESSMENT
IN-DEPTH	#1: page 63	#7: page 89
BRIEF OPEN-ENDED	#2: page 69	#8: page 93
BRIEF CLOSE-ENDED	#3: page 73	#9: page 99
SELF ADMINISTERED	#4: page 77	---
GROUP ADMINISTERED	#5: page 81	#10: page 109
STAFF REPORT	#6: page 83	---
COMMUNITY PAPERS	---	#11: page 111

MODULE #1:
THE IN-DEPTH ACCOUNTABILITY INTERVIEW

THE QUESTIONNAIRE (AFTER INTRODUCTION):

1. First, I want you to tell me what happened on your most recent visit to the library -- from the first moment when you thought of going to the library to the point after the visit when the situation was completely out of mind. Tell me what happened first, what happened second, and so on. Tell me everything that you did or said, everything that others did or said, and everything that just happened.

FOR EACH EVENT NAMED:
Now I am going to go back and read each event as you presented it and ask a series of questions:

2. When (RE-READ EVENT) happened, did you see anything in the situation as being particularly helpful to you?

IF YES: What was it? How did it help? How much did it help -- very much, quite a bit, a little?

3. When (RE-READ EVENT) happened, did you see anything in the situation as blocking you or getting in your way?

IF YES: What was it? How did it block you? How much did it block you -- very much, quite a bit, or a little?

4. When (RE-READ EVENT) happened, did you have any questions in your head, any things that you needed to learn or unconfuse?

IF YES: What were these questions?

FOR EACH QUESTION NAMED:
5. How important was this question to you - very important, somewhat important, somewhat unimportant, or not important at all?

6. Did you ever get an answer to this question (RE-READ QUESTION)? Was it a complete or partial answer?

7. IF GOT AN ANSWER OF SOME KIND:

7a: How did you get the answer?
7b: How did the answer help you?

8. IF DID NOT GET AN ANSWER:

8a: What do you see as having prevented you from getting the answer?
8b: How did you hope the answer would help you?

AT END OF INTERVIEW:

9. I have a few remaining questions which describe you and your household. Remember that all your answers are confidential. These questions allow us to classify this questionnaire.

a. What library was it that you contacted?

b. About how long ago did this visit occur? Would you say:

______more than two years ago (7)
______1-2 years ago (6)
______6 months to 1 year ago (5)
______3-5 months ago (4)
______1-3 months ago (3)
______2-3 weeks ago (2)
______within the last week (1)

c. Counting yourself, how many persons now living in your household are under 18 years of age?

0 1 2 3+

d. Counting yourself, how many people live in your household in all?

1 2 3 4 5+

e. How many years of school have you completed?

______less than high school (0)
______finished high school (1)
______some college, vocational/trade school (2)
______finished college (3)
______post college schooling (4)

f. In which of the following age groups do you belong?

______12-17 years old (0)
______18-24 years old (1)
______25-34 years old (2)
______35-49 years old (3)
______50-64 years old (4)
______65 or older (5)

g. Which of the following groups describes you best?

______Hispanic, Mexican American, Latin American (0)
______Black (1)
______Asian (2)
______American Indian (3)
______White, Anglo (4)
______Other: How would you describe yourself? (5)
____

h. For classification purposes, which of the following categories describes your total family income from all sources last year?

______Under $10,000 (0)
______$10,000 to $15,000 (1)
______$15,000 to $20,000 (2)
______$20,000 to $25,000 (3)
______$25,000 to $30,000 (4)
______$30,000 to $35,000 (5)
______$35,000 or more (6)

i. DO NOT ASK, CODE GENDER:

______female (0)
______male (1)

SUGGESTIONS FOR RECORDING RESPONSES DURING THE INTERVIEW: In studies done to date, it has been easiest to use loose-leaf paper. On the first page, the interviewer records the time-line of events, numbering the events 1, 2, 3, and so on. The interviewer then keeps this "time-line" in view. Then a separate loose-leaf page is used to record responses to the remaining items. Another alternative is to use a cassette recorder to record the interview. The hand-written notes or a transcription from the cassette tape of the interview are then typed up in the following format:

1. What happened during visit:

1) *I was trying to deal with the diet my doctor had given me. I was supposed to avoid all molds and yeasts.*

2) *I called the public library reference desk and got a busy signal.*

3) *I called 25 more times before I got through.*

4) *I asked whether white vinegar has yeast in it, whether it is fermented.*

5) *The librarian sounded tired. She didn't know the answer.*

6) *She said she would call me back.*

7) *She didn't call for a week and I got to wondering.*

8) *Then she called and had the answer.*

9) *I thanked her.*

10) *I stopped using white vinegar.*

ANALYSIS OF TIME LINE EVENT #1:

2. ANYTHING HELPFUL: *No.*
3. ANYTHING BLOCKING; *Yes.*
   WHAT: *I was confused about what I could eat.*
   HOW: *It meant I was eating the wrong things and ending up with digestive problems.*
   HOW MUCH BLOCKED: *Very much.*
4. QUESTIONS:
   Q1: *Does white vinegar have yeast in it?*
   Q2: *Will I ever get well?*

ANALYSIS OF Q1 ON TIME LINE EVENT #1:

5. IMPORTANCE OF Q: *Somewhat important.*
6. COMPLETENESS OF ANSWER: *Complete.*
7. GOT ANSWER OF SOME KIND:
   7a. HOW GOT ANSWER: *Librarian gave it to me.*
   7b. HOW DID ANSWER HELP: *Told me that I could not eat white vinegar.*

ANALYSIS OF Q2 ON TIME LINE EVENT #1:

5. IMPORTANCE OF Q: *Very important.*
6. GOT ANSWER: *No*
8. DID NOT GET COMPLETE ANSWER:
   8a. WHAT PREVENTED: *Ignorance -- mine, the doctor's, everyone. It's not known.*
   8b. HOW HOPED WOULD HELP: *To put mind at ease. So I can go on with my life.*

ANALYSIS OF TIME LINE EVENT #2:

2. ANYTHING HELPFUL: *No.*
3. ANYTHING BLOCKING: *Yes.*
   WHAT: *Every time I call the reference desk the phone is always busy.*
   HOW: *I am so busy that it becomes another worry for me to remember to keep calling back.*
   HOW MUCH BLOCKED: *Quite a bit.*
4. QUESTIONS:
   Q1: [Same as Q1 on TL event #1]
   Q2: *Why doesn't library have more staff?*

ANALYSIS OF Q1 ON TIME LINE EVENT #2:

[see Q1 on TL event #1]

ANALYSIS OF Q2 ON TIME LINE EVENT #2:

5. IMPORTANCE OF Q: *Somewhat unimportant.*
5. GOT ANSWER: *Partial.*
8. WHAT PREVENTED ANSWER:
   8a. WHAT PREVENTED: *I really didn't ask. I surmise that it's because library budget gives out while demand goes up.*
   8b. HOW HOPED WOULD HELP: *If I were to pay attention, I suppose I could write someone about it.*

[CONTINUE AS ABOVE FOR ALL EVENTS AND QUESTIONS]

9a. LIBRARY: Simmons Branch
9b. WHEN CONTACTED: 6 months to 1 year ago (5)
9c. # PERSONS IN HOUSEHOLD UNDER 18: 2
9d. # PERSONS IN HOUSEHOLD TOTAL : 4
9e. # YEARS SCHOOL: ______finished college (3)
9f. AGE: 35-49 years old (3)
9g. RACE: Asian (2)
9h. INCOME: $20,000 to 25,000 (3)
9i. SEX: female (0)

MODULE #2:
THE BRIEF OPEN-ENDED ACCOUNTABILITY INTERVIEW

THE QUESTIONNAIRE (AFTER INTRODUCTION):

1. First, I want you to tell me what led you to make your most recent contact with the library?

2. As you look back over that contact did you recall anything happening that was particularly helpful or facilitating to you? What was that? How did it help you? How much did it help you - very much, quite a bit, or a little?

Record for each happening named
WHAT WAS HELPFUL:
HOW DID IT HELP:
HOW MUCH DID IT HELP:

3. Did anything happen that blocked you or stood in your way somehow? What was that? How did it block you? How much did it block you - very much, quite a bit, a little?

Record for each happening named
WHAT BLOCKED:
HOW DID IT BLOCK:
HOW MUCH DID IT BLOCK:

4. As you think back on this contact with the library, did any questions come to mind during the visit -- any things you wanted to find out or learn? What was (were) these questions?

Record for each question named
NATURE OF Q#____:

5. Did you get an answer?

____NO ANSWER ____PARTIAL ANSWER ____COMPLETE ANSWER

6. How did you get the answer?
7. How did the answer help you?

8. What do you see as having prevented you from getting a complete answer?

9. How did you hope the answer would help you?

10. I have a few remaining questions which describe you and your household. Remember that all your answers are confidential. These questions allow us to classify this questionnaire.

a. What library was it that you contacted?

b. About how long ago did this visit occur? Would you say:

______more than two years ago (7)
______1-2 years ago (6)
______6 months to 1 year ago (5)
______3-5 months ago (4)
______1-3 months ago (3)
______2-3 weeks ago (2)
______within the last week (1)

c. Counting yourself, how many persons now living in your household are under 18 years of age?

0 1 2 3+

d. Counting yourself, how many people live in your household in all?

1 2 3 4 5+

e. How many years of school have you completed?

______less than high school (0)
______finished high school (1)
______some college, vocational/trade school (2)
______finished college (3)
______post college schooling (4)

f. In which of the following age groups do you belong?

______21-17 years old (0)
______18-24 years old (1)
______25-34 years old (2)
______35-49 years old (3)
______50-64 years old (4)
______65 or older (5)

g. Which of the following groups describes you best?

______Hispanic, Mexican American, Latin American (0)
______Black (1)
______Asian (2)
______American Indian (3)
______White, Anglo (4)
______Other: How would you describe yourself? (5)

h. For classification purposes, which of the following categories describes your total family income from all sources last year?

______Under $10,000 (0)
______$10,000 to 15,000 (1)
______$15,000 to 20,000 (2)
______$20,000 to 25,000 (3)
______$25,000 to 30,000 (4)
______$30,000 to 35,000 (5)
______$35,000 or more (6)

i. DO NOT ASK, CODE GENDER:

______female (0)
______male (1)

SUGGESTIONS FOR RECORDING RESPONSES DURING THE INTERVIEW: The interview above could be adapted into a form for recording responses providing adequate space for responses is inserted. In addition, some respondents will want to name more than one helpful happening and/or blocking happening and/or question. Space would need to be incorporated for these multiple answers. An alternative data collection method would be to follow the questionnaire format and write answers on lined paper, typing them afterwards in the following format.

1. WHAT LED TO CONTACT: *I was writing a paper for my high school history class and had to go to the library to use books there.*

2. HELPFUL HAPPENING #1
   WHAT WAS HELPFUL: *I met a girl there I had been wanting to talk to and we got a chance to talk.*
   HOW DID IT HELP: *I was able to ask her out.*
   HOW MUCH DID IT HELP: *Very much.*

   HELPFUL HAPPENING #2
   WHAT WAS HELPFUL: *I found four books on my topic in 5 minutes by looking at the card catalogue and then on the shelves.*
   HOW DID IT HELP: *It gave me more time to talk to the girl.*
   HOW MUCH DID IT HELP: *Very much.*

3. BLOCKING HAPPENING #1
   WHAT BLOCKED: *When the girl and I started giggling, one of the librarians frowned at us.*
   HOW MUCH DID IT BLOCK: *It put a damper on an otherwise up moment.*
   HOW MUCH DID IT BLOCK: *A little.*

4. NATURE OF QUESTION #1
   NATURE OF Q: *Will it take me a long time to find the books I need?*
   5. COMPLETENESS OF ANSWER: *Complete.*
   6. HOW GOT ANSWER: *By using card catalogue and shelves.*
   7. HOW DID ANSWER HELP: *Was able to spend more time with the girl at same time get what I needed to do homework.*

NATURE OF QUESTION #2

NATURE OF Q: *Why do librarians have to frown all the time?*

5. COMPLETENESS OF ANSWER: *No answer.*

8. WHAT PREVENTED ANSWER: *I can't see inside their heads but it must have something to do with them loving books a lot and not liking people so much.*

9. HOW ANSWER WOULD HELP: *Not much, but it would satisfy my curiousity.*

5a. Simmons Branch
5b. Visit occurred within the last week (1)
5c. #PEOPLE IN HOUSEHOLD UNDER 18: 2
5d. #PEOPLE IN HOUSEHOLD TOTAL: 5
5e. #YEARS SCHOOL: less than high school (0)
5f. AGE: 12-17 years old (0)
5g. RACE: White, Anglo (4)
5h. INCOME: $30,000 to 35,000 (5)
5i. GENDER: male (1)

MODULE #3:
THE BRIEF CLOSE-ENDED ACCOUNTABILITY INTERVIEW

QUESTIONNAIRE (AFTER INTRODUCTION):

1. I'd like to start by asking whether you can recall the last time you visited or contacted the ____________ library. Can you recall that time?

(VO1) 0 NO (GO TO PAGE #, ITEM #)
1 YES (CONTINUE BELOW)
9

2. About how long ago did this visit occur? Would you say....

(VO2) 7 MORE THAN TWO YEARS AGO
6 1-2 YEARS AGO
5 6 MONTHS TO 1 YEAR AGO
4 3-5 MONTHS AGO
3 1-3 MONTHS AGO
2 2-3 WEEKS AGO
1 WITHIN THE LAST WEEK
9

3. Now I'm going to read some reasons people have for going to the library. I would like to know which, if any, of the reasons apply to your last visit to the __________________library. You could have more than one reason...or maybe none of these apply. Did you go to the library in order to do something relating to...

		NO	Yes	
school or college classwork?	(VO3)	0	1	9
your job?	(VO4)	0	1	9
hobbies at home?	(VO5)	0	1	9
your leisure or free time?	(VO6)	0	1	9
making books available for a child?	(VO7)	0	1	9
accompanying someone else?	(VO8)	0	1	9
meeting people or socializing	(VO9)	0	1	9
relaxing or passing time?	(V10)	0	1	9

4. I'm going to read a list of some of the different kinds of materials or services people get at libraries. I'd like to know which ones you personally got or used the last time you went to the library? You can say yes to more than one of these or maybe none of these apply. On your last visit to the library did you...

		NO	YES	
use or check out fiction books?	(V11)	0	1	9
use or check out phonograph records or audio or video tapes or films?	(V12)	0	1	9
use the phone?	(V13)	0	1	9
use a typewriter?	(V14)	0	1	9
use or check out magazines?	(V15)	0	1	9
use or check out research materials?	(V16)	0	1	9
use a copy machine?	(V17)	0	1	9
use the library's literacy services?	(V18)	0	1	9
return materials you previously checked out?	(V19)	0	1	9
use or check out newspapers?	(V20)	0	1	9
use encyclopedias or reference books?	(V21)	0	1	9
use or check out non-fiction?	(V22)	0	1	9

5. Now I am going to read a list of ways people sometimes say they are helped when they go to the library -- either by the materials or services they get while at the library or by the events that happen while there. Thinking about your last visit to the ______________library, did the visit itself or the materials or services you got there help you to....[DO NOT READ WORDS IN CAPITAL LETTERS: THEY ARE CATEGORY LABELS FOR ANALYSIS PURPOSES]

		NO	YES	
get ideas or understandings about something [GOT IDEAS/UNDERSTANDINGS]	(V23)	0	1	9
accomplish something or decide what to do or when or how to do it [FOUND DIRECTIONS/GOT SKILLS/ REACHED GOAL]	(V24)	0	1	9

make contact with other people by meeting them there or learning how to make contact [MADE CONTACT WITH OTHERS]	(V25)	0	1	9
get rest or relaxation or get a quiet retreat [GOT REST/RELAXATION]	(V26)	0	1	9
get motivated to do something or feel good about yourself, your decision or circumstances, or calm down and ease your worries [GOT SUPPORT/EMOTIONAL CONTROL]	(V27)	0	1	9
feel like you belonged or were not alone [FELT CONNECTED/NOT ALONE]	(V28)	0	1	9
get pleasure, entertainment, or happiness [GOT HAPPINESS/PLEASURE]	(V29)	0	1	9

6. Finally I would like to ask a few questions about you and your household. Please remember that your answers are anonymous and will only be used to help classify this questionnaire.

a. Counting yourself, how many persons now living in your household are under 18 years of age?

(V30) 0 1 2 3+ 9

b. Counting yourself, how many people live in your household in all?

(V31) 1 2 3 4 5+ 9

c. How many years of school have you completed?

(V32)	0	DIDN'T FINISH HIGH SCHOOL (11 years or less)
	1	FINISHED HIGH SCHOOL (12 years)
	2	SOME COLLEGE, VOCATIONAL/TRADE SCHOOL (13-15 years)
	3	FINISHED COLLEGE (16 years)
	4	POST GRADUATE (17 or more years)
	9	

d. In which of the following age groups do you belong?

(V33)	0	12-17 years old
	1	18-24 years old
	2	25-34 years old
	3	35-49 years old
	4	50-64 years old
	5	65 or older
	9	

e. Which of the following groups describes you best?

(V34)	0	Hispanic, Mexican American, Latin American
	1	Black
	2	Asian
	3	American Indian
	4	White, Anglo
	5	Other: How would you describe yourself? ______________________
	9	

f. For classification purposes, which of the following categories describes your total family income from all sources last year?

(V35)	0	Under $10,000
	1	$10,000 to 15,000
	2	$15,000 to 20,000
	3	$20,000 to 25,000
	4	$25,000 to 30,000
	5	$30,000 to 35,000
	6	$35,000 or more
	9	

g. DO NOT ASK, CODE GENDER:

(V36)	0	female
	1	male

SUGGESTIONS FOR RECORDING RESPONSES DURING THE INTERVIEW:
The questionnaire above is designed as an instrument for recording responses.

MODULE #4:
THE SELF-ADMINISTERED ACCOUNTABILITY INTERVIEW

QUESTIONNAIRE:
PLEASE HELP US KNOW HOW WE HELPED YOU: BEFORE RETURNING THIS ITEM, FILL IN THIS QUESTIONNAIRE. Your answers are anonymous so please do not put your name on the questionnaire:

1. What is the title of this book, record, tape, or magazine?

2. How did using this book, record, tape, or magazine help you? Write down as many reasons as you can think of:

3. Below are listed a variety of ways in which people sometimes say they are helped by books, records, tapes or magazines. Circle YES for the ways in which you were helped by using this book, record, tape or magazine. Circle NO for the ways you were not helped:

a. Did you get ideas or understandings about something?	NO YES
b. Did you accomplish something or decide what to do or when or how to do it?	NO YES
c. Did you make contact with other people by meeting them there or learning how to make contact?	NO YES
d. Did you get rest or relaxation or get a quiet retreat?	NO YES
e. Did you get motivated to do something or feel good about yourself, your decision or circumstances, or calm down and ease your worries?	NO YES
f. Did you feel like you belonged or were not alone?	NO YES
g. Did you get pleasure, entertainment, or happiness?	NO YES

4. Below are a few questions about you. Please remember that your answers are anonymous and will only be used to help classify this questionnaire.

a. What library was it that you contacted?

b. Counting yourself, how many persons now living in your household are under 18 years of age?

CIRCLE ONE: 0 1 2 3+

c. Counting yourself, how many people live in your household in all?

CIRCLE ONE: 1 2 3 4 5+

e. How many years of school have you completed?

CHECK ONE:
______less than high school (0)
______finished high school (1)
______some college, vocational/trade school (2)
______finished college (3)
______post college schooling (4)

f. In which of the following age groups do you belong?

CHECK ONE:
______12-17 years old (0)
______18-24 years old (1)
______25-34 years old (2)
______35-49 years old (3)
______50-64 years old (4)
______65 or older (5)

g. Which of the following groups describes you best?

CHECK ONE:
______Hispanic, Mexican American, Latin American (0)
______Black (1)
______Asian (2)
______American Indian (3)
______White, Anglo (4)
______Other: How would you describe yourself (5)

h. For classification purposes, which of the following categories describes your total family income from all sources last year?

CHECK ONE:
______Under $10,000 (0)
______$10,000 to 15,000 (1)
______$15,000 to 20,000 (2)
______$20,000 to 25,000 (3)
______$25,000 to 30,000 (4)
______$30,000 to 35,000 (5)
______$35,000 or more (6)

i. Are you male or female?

CHECK ONE:
______female (0)
______male (1)

THANK YOU FOR HELPING US

SUGGESTIONS FOR RECORDING RESPONSES DURING THE INTERVIEW: The form provided above has been designed as a response form. Alternative versions could be developed. For example, the interview could be reduced to one machine readable card that includes a code for the name of the item (e.g. book, tape, record, magazine) plus the seven items 3a to 3g with punch holes for the user to indicate NO versus YES answers. These could then be automatically machine read. Additional measures could be included among the machine readable series.

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MODULE #5:
THE GROUP ADMINISTERED ACCOUNTABILITY INTERVIEW

QUESTIONNAIRE:
After convening the group, making introductions, and explaining purposes, present each of the following questions to the group, one by one. Have each individual in the group give individual answers. After all answers have been heard, ask the group to make additions or comments based on everything they have heard. The questions are presented here as they might be prepared for a series of overhead transparencies to be used by the group facilitator.

---

1. WHAT LED YOU TO MAKE YOUR MOST
RECENT CONTACT WITH THE LIBRARY?

WHEN DID THIS CONTACT OCCUR?

WHERE DID IT OCCUR?

---

2. DURING THIS CONTACT, DID ANYTHING HAPPEN
THAT WAS PARTICULARLY HELPFUL OR FACILITATING TO YOU?

WHAT WAS THAT?

HOW MUCH DID IT HELP YOU?
very much? quite a bit? a little?

---

3. DURING THIS CONTACT, DID ANYTHING HAPPEN
THAT BLOCKED YOU OR STOOD IN YOUR WAY?

WHAT WAS THAT?

HOW DID IT BLOCK YOU?

HOW MUCH DID IT BLOCK YOU?
very much? quite a bit? a little?

---

4. DURING THIS CONTACT, DID YOU HAVE
ANY QUESTIONS IN YOUR HEAD --
THINGS YOU WANTED TO FIND OUT OR ANSWER?

WHAT WERE THESE QUESTIONS?

DID YOU GET ANSWERS?
complete? partial? none?

HOW DID YOU GET ANSWERS?

HOW DID THE ANSWER ACTUALLY HELP YOU?
OR, HOW DID YOU HOPE THE ANSWER WOULD HELP YOU?

IF YOU DIDN'T GET ANSWERS,
WHAT PREVENTED IT?

SUGGESTIONS FOR RECORDING RESPONSES DURING THE INTERVIEW: A tape recorder should be used and a transcription made afterwards. If the group convened is not a readily identifiable group, the leader may want to adapt the demographic section of Module #4 for a self-administered questionnaire to be used just prior to closing the meeting. Here is a sample format for transcribing a meeting:

> GROUP DESCRIPTION: 20 working mothers, all with children in grade or high school; all professionals.
>
> WHAT LED TO MOST RECENT CONTACT
> * first person's comment
> * second person's comment
> * etc.
>
> > additions on second round
> > * first addition
> > * second addition
> > * etc.
>
> WHEN DID THIS CONTACT OCCUR?
> * first person's comment
> * second person's comment
> * etc.
>
> > additions on second round
> > * first addition
> > * second addition
> > * etc.

[CONTINUE TRANSCRIPTION AS ABOVE]

MODULE #6
THE STAFF REPORT ACCOUNTABILITY INTERVIEW

QUESTIONNAIRE:

We want you to think back over the past week of contact with the public and pick out 2-4 users who stand out in your mind. Try to pick users for different reasons, for example:

- one whom you believe was served exceptionally well;
- one who probably wasn't served well;
- one whose situation was exceptionally interesting;

Fill in one staff case report form for each user you selected. Follow the set of questions below, filling in your responses in the appropriate place on the form.

1. Give a brief description of the user -- your guesses of his/her age, race, education, gender, the approximate date of contact, and the library site contacted.

2. Give your best guess of what you think led this user to make contact with the library?

3. Was there anything that happened during this user's contact (that you are aware of) that you think was particularly helpful or facilitating to the user?

   - What was that?

   - How did it help the user?

   - Do you think it helped the user very much, quite a bit, or a little?

[IF THERE WAS MORE THAN ONE HELPFUL HAPPENING, FILL OUT MORE THAN ONE SECTION.]

4. Was there anything that happened during this user's contact (that you are aware of) that you think was particularly blocking or served as a barrier to the user?

   - What was that?

   - How did it block the user?

   - Do you think it blocked the user very much, quite a bit, or a little?

[IF THERE WAS MORE THAN ONE BLOCKING HAPPENING, FILL OUT MORE THAN ONE SECTION.]

5. Did you think the user had any questions in his/her mind during the visit -- any things he/she wanted to find out or learn?

- What was (were) these questions?

- Did the user get a complete, partial, or no answer to each question?

- For questions you think the user got answered, how did the user get the answers?

- How did the answer help the user?

- For questions the user didn't get answered, what do you think the user saw as preventing him/her from getting an answer?

- How do you think the user hoped to be helped by the answer?

[FILL OUT ONE BOX RELATING TO THE USER'S QUESTIONS FOR EACH QUESTION YOU THINK THE USER HAD.]

SUGGESTIONS FOR RECORDING RESPONSES DURING THE INTERVIEW: The following format is suggested as an appropriate way to record your responses:

LIBRARY STAFF CASE REPORT FORM

STAFF MEMBER'S NAME: ____________________

ESTIMATED DESCRIPTION OF USER:

AGE: ____________________

RACE: ____________________

EDUCATION: ____________________

GENDER: ____________________

DATE OF CONTACT: ____________________

LIBRARY SITE CONTACTED: ____________________

WHAT DO YOU THINK LED USER TO MAKE LIBRARY CONTACT:

____

____

____

WHAT DID USER SEE AS HELPFUL HAPPENINGS DURING CONTACT:

HELPFUL HAPPENING #1:
NATURE OF HAPPENING AS SEEN BY USER:

____

____

HOW USER SAW IT AS HELPING:

____

____

____

HOW MUCH USER SAW IT AS HELPING: ____________________

HELPFUL HAPPENING #2:
NATURE OF HAPPENING AS SEEN BY USER:

____

____

HOW USER SAW IT AS HELPING:

____

____

____

HOW MUCH USER SAW IT AS HELPING: ______________________________

WHAT DID USER SEE AS BLOCKING HAPPENINGS DURING CONTACT:

BLOCKING HAPPENING #1:
NATURE OF HAPPENING AS SEEN BY USER:

____

____

HOW USER SAW IT AS BLOCKING:

____

____

____

HOW MUCH USER SAW IT AS BLOCKING: ______________________________

BLOCKING HAPPENING #2:
NATURE OF HAPPENING AS SEEN BY USER:

____

____

HOW USER SAW IT AS BLOCKING:

____

____

____

HOW MUCH USER SAW IT AS BLOCKING: ______________________________

QUESTIONS USER HAD:

QUESTION #1:
NATURE OF QUESTION AS SEEN BY USER:

____

DID USER SEE SELF AS GETTING ANSWER: ______________________________

IF USER GOT PARTIAL OR COMPLETE ANSWER, HOW DID USER SEE SELF AS GETTING ANSWER:

HOW USER SAW ANSWER AS HELPING (OR HOPED IT WOULD HELP):

IF GOT NO OR PARTIAL ANSWER, WHAT USER SAW AS PREVENTING:

QUESTION #2:
NATURE OF QUESTION AS SEEN BY USER:

DID USER SEE SELF AS GETTING ANSWER: ______________________

IF USER GOT PARTIAL OR COMPLETE ANSWER, HOW DID USER SEE SELF AS GETTING ANSWER:

HOW USER SAW ANSWER AS HELPING (OR HOPED IT WOULD HELP):

IF GOT NO OR PARTIAL ANSWER, WHAT USER SAW AS PREVENTING:

MODULE #7:
THE IN-DEPTH NEEDS ASSESSMENT INTERVIEW

THE QUESTIONNAIRE (AFTER INTRODUCTION):

1. First, I want you to tell me what happened during your most recent situation in which [INSERT SITUATION SPECIFICATION HERE]. I want you to tell me what happened from the first moment when the situation started happening until the point later when the situation was completely out of mind or to the present time if the situation is still going on. Tell me what happened first, what happened second, and so on. Tell me everything that you did or said, everything that others did or said, and everything that just happened.

FOR EACH EVENT NAMED:
Now I am going to go back and read each event as you presented it and ask a series of questions.

2. When [RE-READ EVENT] happened, did you see anything in particular as standing in your way or blocking you?

IF YES: What was it? How did it block you?

3. When [RE-READ EVENT] happened, did you have any questions in your head, any things that you needed to learn or unconfuse?

IF YES: What were these questions?

FOR EACH QUESTION NAMED:

4. How important was this question to you - very important, somewhat important, somewhat unimportant, or not important at all?

5. Did you ever get an answer to this question [RE-READ QUESTION]? Was it a complete or partial answer?

6. IF GOT AN ANSWER OF SOME KIND:

6a. How did you get the answer?
6b. How did the answer help you?

7. IF DID NOT GET COMPLETE ANSWER:

7a. What do you see as having prevented you from getting an answer?
7b. How did you hope the answer would help you?

AT END OF INTERVIEW:
8. I have a few remaining questions which describe you and your household. Remember that all your answers are confidential. These questions allow us to classify this questionnaire.

a. About how long ago did this situation start? Would you say:

______more than two years ago (7)
______1 - 2 years ago (6)
______6 months to 1 year ago (5)
______3 - 5 months ago (4)
______1 - 3 months ago (3)
______2 - 3 weeks ago (2)
______within the last week (1)

b. Is the situation still in process?

c. Counting yourself, how many persons now living in your household are under 18 years of age?

0 1 2 3+

d. Counting yourself, how many people live in your household in all?

1 2 3 4 5+

e. How many years of school have you completed?

______less than high school (0)
______finished high school (1)
______some college, vocational/trade school (2)
______finished college (3)
______post college schooling (4)

f. In which of the following age groups do you belong?

______12-17 years old (0)
______18-24 years old (2)
______35-49 years old (3)
______50-64 years old (4)
______65 or older (5)

g. Which of the following groups describes you best?

______Hispanic, Mexican American, Latin American (0)
______Black (1)
______Asian (2)
______American Indian (3)
______White, Anglo (4)
______Other: How would you describe yourself? (5)
____

h. For classification purposes, which of the following categories describes your total family income from all sources last year?

______Under $10,000 (0)
______$10,000 to 15,000 (1)
______$15,000 to 20,000 (2)
______$20,000 to 25,000 (3)
______$25,000 to 30,000 (4)
______$30,000 to 35,000 (5)
______$35,000 or more (6)

i. About how long ago was the last time you visited a library? Would you say....

______more than two years ago (7)
______1-2 years ago (6)
______6 months to 1 year ago (5)
______3-5 months ago (4)
______1-3 months ago (3)
______2-3 weeks ago (2)
______within the last week (1)

j. DO NOT ASK, CODE GENDER:

_______female (0)
_______male (1)

SUGGESTIONS FOR RECORDING RESPONSES DURING THE INTERVIEW: In studies done to date, it has been easiest to use loose-leaf paper. On the first page, the interviewer records the time-line of events, numbering the events 1,2,3, and so on. The interviewer then keeps this "time-line" in view. Then a separate loose-leaf page is used to record responses to the remaining items. An alternative method is to use a cassette tape recorder to record the interview. The hand-written notes or transcriptions from a cassette of the interview are then typed up in the following format:

1. What happened in situation:

1) *A friend of mine from Belgium was visiting and his wallet was stolen with his passport and air tickets and everything. He called me frantically.*

2) *We went to the police.*

3) *There was nothing they could do unless the wallet was turned in.*

4) *We really didn't know what to do next. So we tried to call his embassy in D.C. The line was busy for two hours.*

5) *We reached them and they agreed to send a passport substitute on Monday. This meant he had to stay for the weekend.*

6) They couldn't do anything about his airline ticket so we tried to reach the airlines. They wouldn't do anything.

7) I ended up loaning him the money to get a new ticket.

ANALYSIS OF TIME LINE EVENT #1

2. ANYTHING BLOCKING: *Yes.*
   WHAT: *My own ignorance.*
   HOW: *I didn't know where to start on helping him. After it all happened, I learned that Traveler's Aid has some helpful information on this and so does American Express. But we didn't know that then.*

3. QUESTIONS:
   Q1: *What should we do first?*
   Q2: *Will he have to miss his plane?*

ANALYSIS OF Q1 ON TIME LINE EVENT #1:

4. IMPORTANCE OF Q: *Very important.*
5. COMPLETENESS OF ANSWER: *Not then; partial later*
6. GOT ANSWER OF SOME KIND:
   6a. HOW GOT ANSWER: *Eventually friends told me what they had done in similar circumstances.*
   6b. HOW DID ANSWER HELP: *Told me what to do next time.*

ANALYSIS OF Q2 ON TIME LINE EVENT #1:

4. IMPORTANCE OF Q: *Very important.*
5. COMPLETENESS OF ANSWER: *Complete.*
6. GOT ANSWER:
   6a. HOW GOT ANSWER: *It happened, he didn't have a ticket so he missed his plane.*
   6b. HOW DID ANSWER HELP: *Well, we know what we had to do. But it really didn't help. It was a different situation.*

ANALYSIS OF TIME LINE EVENT #2:

2. ANYTHING BLOCKING: *Yes.*
   WHAT: *My own fear of the crassness of policemen.*
   HOW: *I probably wasn't as effective in dealing with them on my friend's behalf as I might have been.*
3. QUESTIONS:
   Q1: *Why do the police act like this?*
   Q2: *Will the wallet ever be found?*

ANALYSIS OF Q1 ON TIME LINE EVENT #2:

4. IMPORTANCE OF Q: *Somewhat important.*
5. COMPLETENESS OF ANSWER: *Partial.*
6. GOT ANSWER OF SOME KIND:
   6a. HOW GOT ANSWER: *Own thinking, reading.*
   6b. HOW DID ANSWER HELP: *Well, it helps to know the cause at least partially in the sense that it helps to understand things.*
7. WHAT PREVENTED ANSWER:
   7a. WHAT PREVENTED: *Knowing the causes in a societal sense isn't the same as understanding why the person standing in front of you is behaving abysmally. Only he knows.*

7b. HOW HOPED ANSWER WOULD HELP: *Maybe I would then know what to say to get people like him to stop.*

ANALYSIS OF Q2 ON TIME LINE EVENT #2:
4. IMPORTANCE OF Q: *Somewhat important.*
5. GOT ANSWER: *No.*
7. WHAT PREVENTED ANSWER:
7a. WHAT PREVENTED: *Too early.*
7b. HOW HOPED ANSWER WOULD HELP: *Hope the wallet is found so my friend doesn't lose all that money.*

8a. WHEN SITUATION STARTED: within the last week (1)
8b. STILL IN PROCESS: yes
8c. # PEOPLE IN HOUSEHOLD UNDER 18: 0
8d. # PEOPLE IN HOUSEHOLD TOTAL: 1
8e. # YEARS SCHOOL: post graduate schooling (4)
8f. AGE: 35-49 years old (3)
8g. RACE: White, Anglo (4)
8h. INCOME: $35,000 or more (6)
9i. RECENCY OF LIBRARY USE: 2-3 weeks ago (2)
9j. GENDER: female (0)

MODULE #8:
THE BRIEF OPEN-ENDED NEEDS ASSESSMENT INTERVIEW

THE QUESTIONNAIRE (AFTER INTRODUCTION):

1. First, I want you to tell me what happened in the most recent situation you faced in which [INSERT SITUATION SPECIFICATION HERE]. Tell me as much about the situation as possible.

2. As you look back over the situation do you recall anything happening that stood in your way or blocked you? What was that? How did it block you? How much did it block you - very much, quite a bit, or a little?

Record for each happening named:
WHAT BLOCKED:
HOW DID IT BLOCK:
HOW MUCH DID IT BLOCK:

3. As you think back on this situation, did any questions come to mind during it -- any things you wanted to find out or learn? What was (were) these questions?

Record for each question named
4. Did you get an answer?

_____NO ANSWER _____PARTIAL ANSWER _____COMPLETE ANSWER

5. How did you get the answer?
6. How did the answer help you?

7. What do you see as having prevented you from getting a complete answer?

8. How did you hope the answer would help you?

9. I have a few remaining questions which describe you and your household. Remember that all your answers are confidential. These questions allow us to classify this questionnaire.

a. About how long ago did this situation start? Would you say:

______more than two years ago (7)
______1 - 2 years ago (6)
______6 months to 1 year ago (5)
______3 - 5 months ago (4)
______1 - 3 months ago (3)
______2 - 3 weeks ago (2)
______within the last week (1)

b. Is the situation still in process?

c. Counting yourself, how many persons now living in your household are under 18 years of age?

0 1 2 3+

d. Counting yourself, how many people live in your household in all?

1 2 3 4 5+

e. How many years of school have you completed?

______less than high school (0)
______finished high school (1)
______some college, vocational/trade school (2)
______finished college (3)
______post college schooling (4)

f. In which of the following age groups do you belong?

______12-17 years old (0)
______18-24 years old (1)
______25-34 years old (2)
______35-49 years old (3)
______50-64 years old (4)
______65 or older (5)

g. Which of the following groups describes you best?

______Hispanic, Mexican American, Latin American (0)
______Black (1)
______Asian (2)
______American Indian (3)
______White, Anglo (4)
______Other: How would you describe yourself? (5)
____

h. For classification purposes, which of the following categories describes your total family income from all sources last year?

______Under $10,000 (0)
______$10,000 to 15,000 (1)
______$15,000 to 20,000 (2)
______$20,000 to 25,000 (3)
______$25,000 to 30,000 (4)
______$30,000 to 35,000 (5)
______$35,000 or more (6)

i. About how long ago was the last time you visited a library? Would you say....

______more than two years ago (7)
______1-2 years ago (6)
______6 months to 1 year ago (5)
______3-5 months ago (4)
______1-3 months ago (3)
______2-3 weeks ago (2)
______within the last week (1)

j. DO NOT ASK, CODE GENDER:

______female (0)
______male (1)

SUGGESTIONS FOR RECORDING RESPONSES DURING THE INTERVIEW: The interview above could be adapted into a form for recording responses providing adequate space for responses is inserted. Items 2 through 8 would need to allow room for more than one blocking happening and more than one question to allow for respondents who want to name more than one of each. An alternative data collection method would be to record the interview on a cassette tape recorder and then type up a transcript. Another alternative method would be to follow the questionnaire and write answers on lined paper typing them afterwards in the following format.

1. WHAT HAPPENED IN SITUATION: *I moved into a new apartment and my landlady kept entering my apartment without permission and asking me to do errands to other tenants for her. I asked her to stop. She accused me of not trusting her. I said that entering my apartment without permission was against the law. She has stopped but she no longer speaks to me.*

2. BLOCKING HAPPENING #1
WHAT BLOCKED: *Her aggressiveness and audacity.*
HOW DID IT BLOCK: *I wanted peace and quiet and to be left alone*
HOW MUCH DIT IT BLOCK: *very much*

BLOCKING HAPPENING #2
WHAT BLOCKED: *My anger in the situation.*
HOW DIT IT BLOCK: *I didn't act after the first time it happened and she began to think it was o.k.*
HOW MUCH DID IT BLOCK: *a little*

3. NATURE OF Q#1
NATURE OF Q: *What are my rights?*
4. COMPLETENESS OF ANSWER: *complete*
5. HOW GOT ANSWER: *Called reference librarian.*
6. HOW DID ANSWER HELP: *Was able to tell landlady to stop with law on my side. Made me confident.*

NATURE OF Q#2

NATURE OF Q: *Why does she act this way?*
4. COMPLETENESS OF ANSWER: *partial*
5. HOW GOT ANSWER: *My own thinking and observing.*
6. HOW DID ANSWER HELP: *Helps to know why things happen, and it also helped me forgive her a bit.*
7. WHAT PREVENTED ANSWER: *I can't see inside her head after all.*
8. HOW HOPE ANSWER WOULD HELP: *I would then know how to talk to her so she wouldn't be so defensive with me.*

9a. 1-3 months ago (3)
9b. yes, because
9c. # PEOPLE IN HOUSEHOLD UNDER 18: 1
9d. # PEOPLE IN HOUSEHOLD TOTAL : 2
9e. #YEARS SCHOOL: less than high school (0)
9f. AGE: 25-34 years old (2)
9g. RACE: White, Anglo (4)
9h. INCOME: $10,000 to 15,000 (1)
9i. RECENCY OF LIBRARY USE: 1-2 years ago (6)
9j. GENDER: female (1)

MODULE #9:
THE BRIEF CLOSE-ENDED NEEDS ASSESSMENT INTERVIEW

SPECIAL NOTE ABOUT THIS QUESTIONNAIRE:

As designed below, the questionnaire focuses on identifying the everyday information needs of a sample and then zeroes in on an in-depth description of one need. If the library wanted to explore only one kind of need, the questionnaire could be started as in module #8's item #1 and then proceed to item #2 below.

QUESTIONNAIRE (AFTER INTRODUCTION):

1. I'm going to read a list of different situations. These are situations we all encounter in our daily lives, they may occur at home, work, school, or elsewhere. Please tell me if you were involved in any of these situations in the past month. That is, let me know about those situations you had to stop and think about, when you may have had a question, or had to deal with a problem regarding the situation. In the past month, were you in a situation involving....

			NO	YES	
1a.	learning something new	(V01)	0	1	9
1b.	job-related concerns	(V02)	0	1	9
1c.	recreation and leisure time concerns	(V03)	0	1	9
1d.	governmental concerns and issues	(V04)	0	1	9
1e.	concerns about caring for children	(V05)	0	1	9
1f.	neighborhood and community concerns	(V06)	0	1	9
1g.	housing concerns	(V07)	0	1	9
1h.	transportation concerns	(V08)	0	1	9
1i.	concerns about shopping or buying things	(V09)	0	1	9
1j.	concerns about managing money	(V10)	0	1	9
1k.	concerns about relationships with family or friends	(V11)	0	1	0
1l.	school-related concerns	(V12)	0	1	9
1m.	health-matters	(V13)	0	1	9

1n.	concerns relating to discrimination or race relations	(V14)	0	1	9
1o.	legal matters	(V15)	0	1	9
1p.	safety or crime concerns	(V16)	0	1	9
1q.	concerns about current events or news	(V17)	0	1	9
1r.	religious concerns	(V18)	0	1	9

DID RESPONDENT ANSWER YES (CODE 1) TO ONE OR MORE ABOVE.

YES......................CONTINUE BELOW
NO.........................GO TO PAGE # , ITEM 13

2. Thinking about [READ SITUATIONS ABOVE WITH CODE 1 (YES)]. Of these situations, which one was most important to you?

3. In your own words, could you tell me what happened in this situation. Picture yourself back in that situation and briefly tell me what was involved.

4. Now I want you to think back to the situation again. When a situation requires us to stop and think about it, there can be different reasons why. We are now going to look at which reasons fit your situation. Imagine you are going through the situation again as if you were traveling on a road through it. With this in mind, would you say...

			NO	Yes	
4a.	You NEEDED TO CHOOSE between two or more roads or possibilities that lay ahead of you?	(V19)	0	1	9
4b.	You were being PULLED DOWN A ROAD not of your own choosing?	(V20)	0	1	9
4c.	You lost your way, there was NO ROAD you could take, and it felt like things were out of control?	(V21)	0	1	9
4d.	You were on the right road but it was BLOCKED and something stood in your way?	(V22)	0	1	9
4e.	You wanted to FOLLOW SOMEONE?	(V23)	0	1	9

4f. DID RESPONDENT ANSWER YES (CODE 1) TO MORE THAN ONE OF 4a to 4e?

IF YES, ASK: Which of these [READ UNDERLINE PHRASES] best describes this situation?

(V24) ______________________________

5. Now, I'm going to read a number of questions people have in situations. Sometimes they're asked out loud, sometimes only in our heads. I would like you to picture yourself in this situation where [READ SITUATION DESCRIPTION FROM ITEM 2]. Imagine you are there now. Did you ask yourself......

			NO	YES	
5a.	How will things turn out?	(V25)	0	1	9
5b.	How are things related to each other?	(V26)	0	1	9
5c.	What's going on in this situation?	(V27)	0	1	9
5d.	What's my role, how do I fit in?	(V28)	0	1	9

5e.	What are the ways things should be done, the rules the laws?	(V29)	0	1	9
5f.	How can I get motivated?	(V30)	0	1	9
5g.	Can I avoid or get away from bad consequences?	(V31)	0	1	9
5h.	What are my options, what's the best thing to do?	(V32)	0	1	9
5i.	If I do this, what will happen?	(V33)	0	1	9
5j.	How, when or where can I do something?	(V34)	0	1	9
5k.	How can I get around all the red tape in the bureaucracy?	(V35)	0	1	9
5l.	What are my feelings, wants, motives, or reasons?	(V36)	0	1	9
5m.	Are there other ways I can think about this situation?	(V37)	0	1	9
5n.	Am I alone, is anyone listening or agreeing with me?	(V38)	0	1	9
5o.	What information is available in this situation?	(V39)	0	1	9
5p.	What services or help are available?	(V40)	0	1	9
5q.	What are someone else's motives, feelings, reasons or wants?	(V41)	0	1	9

6. Now I am going to re-read all the questions which you said you had in this situation when [REREAD SITUATION DESCRIPTION FROM ITEM 3]. I want you to tell me which of them was most important to you. [REWRITE QUESTION HERE]

(V42) ____

7. How easy would you say it was to get a complete answer to this question in your situation? Would you say.....

(V43)	0	very easy
	1	somewhat easy
	2	somewhat difficult
	3	very difficult
	9	

8. There are a number of different ways people say answers to questions help them. Put yourself again into the situation where your most important question was [READ QUESTION AS WRITTEN IN ITEM 6]. Did you hope that the answer would help you....

			NO	YES	
8a.	understand the situation better	(V44)	0	1	9
8b.	understand other people better	(V45)	0	1	9
8c.	plan what to do or when or how to do it	(V46)	0	1	9
8d.	get better at doing something	(V47)	0	1	9
8e.	accomplish something you wanted to	(V48)	0	1	9
8f.	get motivated to do something	(V49)	0	1	9
8g.	keep going when it seemed hard to go on	(V50)	0	1	9
8h.	get out of a bad situation	(V51)	0	1	9
8i.	calm down, ease worries	(V52)	0	1	9
8j.	avoid a bad situation	(V53)	0	1	9
8k.	take your mind off things	(V54)	0	1	9
8l.	feel reassured or hopeful	(V55)	0	1	9
8m.	feel good about yourself	(V56)	0	1	9
8n.	make contact with others	(V57)	0	1	9
8o.	feel not alone	(V58)	0	1	9
8p.	get happiness or pleasure	(V59)	0	1	9

9. People use different ways to try to get answers to their questions. I'm going to read a list of these ways. Please tell me which ones you used to try to answer your most important question [RE-READ FROM ITEM 6]. Did you use...

			NO	YES	
9a.	your own thinking or experience	(V60)	0	1	9
9b.	the media (TV, magazines, newspapers, etc)	(V61)	0	1	9
9c.	authorities or professionals	(V62)	0	1	9
9d.	family members	(V63)	0	1	9
9e.	co-workers	(V64)	0	1	9
9f.	friends or neighbors	(V65)	0	1	9
9g.	social service agencies	(V66)	0	1	9
9h.	businesses or business	(V67)	0	1	9
9i.	religious leaders	(V68)	0	1	9
9j.	people in government	(V69)	0	1	9
9k.	libraries	(V70)	0	1	9
9l.	schools or colleges	(V71)	0	1	9

9m. IF RESPONDENT SAID YES (CODE 1) TO MORE THAN ONE SOURCE, ASK: Of all the ways you tried to get an answer to your most important question [RE-READ THE WAYS CODED YES ABOVE], which was most useful to you?
(V72) ______________________________

10. Thinking about all the sources you used, including yourself, would you say you got a complete, a partial, or no answer to this question? [RE-READ QUESTION AS STATED IN ITEM 6]

(V73) 2 COMPLETE 1 PARTIAL 0 NO ANSWER

(V74) 11. How much did the answer help you in the situation?

3	very much
2	quite a bit
1	a little
0	not at all

CONTINUE TO ITEM 13

(V75)12. What do you think has prevented you from getting a complete answer so far? Would you say...

			NO	YES	
12a.	the complexity and uncertainity of the situation	(V76)	0	1	9
12b.	the time was not right to get an answer	(V77)	0	1	9
12c.	your own emotions or motivation stood in the way	(V78)	0	1	9
12d.	your lack of resources stood in the way	(V79)	0	1	9
12e.	someone else stood in the way -- they were either unwilling, unable, or unqualified	(V80)	0	1	9
12f.	you got an answer but it wasn't adequate or useful	(V81)	0	1	9

13. Finally, I have a few remaining questions which describe you and your household. Remember that all your answers are confidential. These questions allow us to classify this questionnaire.

a. About how long ago did the situation [RE-READ SITUATION FROM ITEM 3] start? Would you say:

(V82)	7	MORE THAN TWO YEARS AGO
	6	1-2 YEARS AGO
	5	6 MONTHS TO 1 YEAR AGO
	4	3-4 MONTHS AGO
	3	1-3 MONTHS AGO
	2	2-3 WEEKS AGO
	1	WITHIN THE LAST WEEK
	9	

b. Is the situation still in process?

(V83)	0	NO
	1	YES
	9	

c. Counting yourself, how many people live in your household in all?

(V84) 1 2 3 4 5+ 9

d. How many years of school have you completed?

(V85)	0	DIDN'T FINISH HIGH SCHOOL (11 years or less)
	1	FINISHED HIGH SCHOOL (12 years)
	2	SOME COLLEGE, VOCATIONAL/TRADE SCHOOL (13-15 years)
	3	FINISHED COLLEGE (16 years)
	4	POST GRADUATE (17 or more years)
	9	

e. In which of the following age groups do you belong?

(V86)	0	12-17 years old
	1	18-24 years old
	2	25-34 years old
	3	35-49 years old
	4	50-64 years old
	5	65 or older
	9	

f. Which of the following groups described you best?

(V87)	0	Hispanic, Mexican American, Latin American
	1	Black
	2	Asian
	3	American Indian
	4	White, Anglo
	5	Other: How would you describe yourself? ____________________
	9	

g. For classification purposes, which of the following categories describes your total family income from all sources last year?

(V88)	0	Under $10,000
	1	$10,000 to 15,000
	2	$15,000 to 20,000
	3	$20,000 to 25,000
	4	$25,000 to 30,000
	5	$30,000 to 35,000
	6	$35,000 or more
	9	

h. About how long ago was the last time you visited a library? Would say...

(V89)	7	MORE THAN TWO YEARS AGO
	6	1-2 YEARS AGO
	5	6 MONTHS TO 1 YEAR AGO
	4	3-5 MONTHS AGO
	3	1-3 MONTHS AGO
	2	2-3 WEEKS AGO
	1	WITHIN THE LAST WEEK
	9	

i. DO NOT ASK, CODE GENDER:

(V90)	0	FEMALE
	1	MALE

SUGGESTIONS FOR RECORDING RESPONSES DURING THE INTERVIEW: The questionnaire above is designed as an instrument for recording responses.

MODULE #10:
GROUP ADMINISTERED NEEDS ASSESSMENT INTERVIEW

QUESTIONNAIRE:
After convening group, making introductions, and explaining purposes, present each of the following questions to the group, one by one. Have each individual in the group give individual answers. After all answers have been heard, ask the group to make additions or comments based on everything they have heard. The questions are presented here as they might be prepared for a series of overhead transparencies to be used by the group facilitator.

---

1. WHAT HAPPENED IN THE MOST RECENT
SITUATION YOU WERE IN WHICH
[INSERT SITUATION SPECIFICATION]?

---

2. HOW DID YOU SEE YOURSELF BLOCKED IN THIS SITUATION?
WHAT DID YOU SEE STANDING IN YOUR WAY?
HOW DID IT BLOCK?

---

3. DURING THIS SITUATION, WHAT
QUESTIONS DID YOU HAVE IN YOUR HEAD --
THINGS YOU WANTED TO FIND OUT OR ANSWER?

WHAT WERE THESE QUESTIONS?

DID YOU GET ANSWERS?
complete? partial? none?

HOW DID YOU GET ANSWERS?

HOW DID THE ANSWER ACTUALLY HELP YOU?
OR, HOW DID YOU HOPE THE ANSWER WOULD HELP YOU?

IF YOU DIDN'T GET ANSWERS,
WHAT PREVENTED IT?

SUGGESTIONS FOR RECORDING RESPONSES DURING THE INTERVIEW:
A tape recorder should be used and a transcription made afterwards. If the group convened is not a readily identifiable group, the leader may want to adapt the demographic section of Module #3 for a self-administered questionnaire to be used just prior to closing the meeting. Here is a sample format for transcribing a meeting:

GROUP DESCRIPTION: 20 elderly residents of community talking about situations that arise because of their age

WHAT HAPPENED IN MOST RECENT SITUATION

* first person's comment
* second person's comment
* etc.

  additions on second round
  * first addition
  * second addition
  * etc.

HOW DID YOU SEE YOURSELF AS BLOCKED?
WHAT DID YOU SEE STANDING IN YOUR WAY?

* first person's comment
* second person's comment
* etc.

  additions on second round
  * first addition
  * second addition
  * etc.

[CONTINUE TRANSCRIPTION AS ABOVE]

MODULE #11:
THE NEEDS ASSESSMENT ANALYSIS OF A COMMUNITY NEWSPAPER

DATA COLLECTION APPROACH:

After deciding on a sampling scheme, the data collection form below provides a format for reading and recording information about local community actors and need issues.

> AN ACTOR is any individual, group, agency, or institution which is identified in a story.
>
> A NEED ISSUE is any topic that an actor is depicted in a story as relating to in some way that indicates that the actor sees some kind of gap. The gap should not be restricted only to information gaps but rather all manner of gaps.

More than one actor-issue combination may be found in one story but your concern is for the actor-issue, not the story per se. Some local stories will have no actor-issues (e.g. a report on a crime might not unless someone in story makes a statement about the rising crime wave being a problem (indirect statement of need) or the need for better crime control (direct statement of need).

After identifying the actor-issue combination fill out one of the Need Issues Content Analysis Forms for each actor-issue combination.

- What is the need issue? State the need issue so that the gap is clear.
- What is this actor's position on the need issue.
- What situation is the actor in that this is a need issue for him/her?
- What questions might the actor have relating to this need issue?
- What uses might the actor make of the answers to his/her questions?

NEED ISSUES CONTENT ANALYSIS FORM:

NEWSPAPER:____________________DATE____________PAGE #________

HEADLINE OF STORY FROM WHICH DATA EXTRAPOLATED:

STATEMENT OF THE NEED ISSUE:________________________

ACTOR'S POSITION ON THE NEED ISSUE: ____________________

____?

ACTOR'S SITUATION LEADING TO NEED ISSUE: ________________

____?

ACTOR'S QUESTIONS RELATING TO NEED ISSUE: ______________

____?

USES ACTOR WOULD MAKE OF ANSWERS TO QUESTIONS: __________

____?

SUGGESTIONS FOR RECORDING RESPONSES:
The role of the coder is to step into the "shoes" of the actor and attempt to answer the questions as the actor would. When the coder's analysis is based on conjecture, the coder should circle the ? that appears at the end of each data section on the form. This will inform users of the data that the statements are not ones reported directly in the newspaper but rather are the coder's informed guesses. If more than one response is included in a data section, put ?s as needed after each response.

CHAPTER SIX

THE MODULE TESTS

This chapter includes, in alphabetical order by library name, reports of the 20 studies completed at 19 test-site libraries. Each of the test-site libraries was asked to go through the same set of steps in testing one or more modules. These steps basically included:

1. Collecting data using one or more modules.
2. Developing analyses of results where appropriate.
3. Using teams of librarians in brainstorming sessions to identify patterns in the results and possible changes or actions that might be taken based on these patterns.
4. Using sense-making procedures to "debrief" the experience of testing the module both in terms of the barriers and difficulties the testing presented and the benefits obtained.

At the end of the module test, each library was asked to turn in copies of all their raw interviews plus all ensuing compilations, reports, and debriefings. From these, Dervin and Clark drew the reports in this chapter. The intent is to present the results of each module test in such a way that a reader can clearly see what was involved and at the same time readily compare one module test to another. For this reason, a uniform structure is used as a means of reporting each module test. This structure consists of the following sections:

* **Test site:** The name of the test site library and the name(s) of the individuals responsible for the project.
* **Purpose:** The stated purpose of the study.
* **Sampling procedures:** A step by step listing of the sampling procedures.
* **Sampling results:** A presentation, where available and appropriate, of descriptions of the obtained sample.
* **Other methods:** Where appropriate, a listing of other methods used.
* **Focal situation:** A statement of the focal situation which respondents or data collectors were asked to focus on.
* **Questionnaire:** A reference to which of the 11 modules

formed the basis of the study and what revisions were involved, if any.

- **Three sample interviews:** A listing of responses obtained in three sample interviews. The three interviews were selected so as to show an average respondent (A TYPICAL INTERVIEW); a respondent whose case received much librarian attention in the study debriefing (LIBRARIAN'S CHOICE INTERVIEW); and a respondent whose case was particularly interesting from a sense-making perspective (A SENSE-MAKING INTERVIEW).
- **Results:** A report of all or a selection of the results.
- **Patterns identified by librarians in data:** A listing of the patterns identified by the brainstorming teams at each study site.
- **Special cases identified by librarians from data:** A listing of the cases in the data which the brainstorming teams found of special significance.
- **Ideas for system change:** A listing of the ideas for change which the brainstorming teams inferred from the results.
- **How librarians were helped by results/process:** A listing of the ways in which the librarians saw themselves and their library helped by the results and the research process.

The identification of confusions and barriers faced in testing the module showed such similarity across modules that these were combined to become the focus of Chapter Seven (The De-Briefing). In addition, the confusions and barriers faced while testing the modules are a major focus of the training Appendices B through G.

The modules are presented in this chapter in alphabetical order by library name. Appendix A also includes an alphabetical listing of the test-site libraries with the name, address, and phone number of the librarian who supervised the module tests. The table on the next page was developed to assist the reader to locate quickly all test applications of a specific module. Many of the libraries built more than one module into their test application. The numbers in parentheses after the library name indicates the number of the other modules tested at the same time. In one case, two separate studies were done at one test site and this is indicated in brackets after the library name. Libraries who tested a single module are indicated with an *.

Table 4

Index to Modules Tests as Presented in Chapter Six

Kind of Interview	Accountability Assessment	Needs Assessment
In-depth	#1 Benecia Public (3) San Mateo County(7)	#7 San Mateo County(1)
Brief open-ended	#2 Alameda County(*) Contra Costa County(8) Redwood City Public(8) Santa Cruz Public(*)	#8 Contra Costa County(2) North State Cooperative Library System(*) Palm Springs Public(*) Palo Alto City(3) Redwood City Public(2) San Diego County(*) Shasta County(*)
Brief close-ended	#3 Benicia Public (1) National City Public[4] Palo Alto City(8) Thousand Oaks Public(*)	#9 None
Self-administered	#4 Los Angeles County Public(6) National City Public[3]	---
Group administered	#5 San Mateo Public(*) South San Francisco Public(10)	#10 Daly City Public(*) South San Francisco Public(5)
Staff report	#6 Auburn-Placer County(*) Los Angeles County Public(4)	---
Community papers	---	#11 Covina Public(*)

(*) = a library that tested a single module
(#) = a library that tested two modules combined into one study, the # indicates the # of the other module
[#] = a library that tested two modules in separate studies, the # indicates the # of the other module

ALAMEDA COUNTRY LIBRARY

MODULE #2
ACCOUNTABILITY ASSESSMENT
THE BRIEF OPEN ENDED QUESTIONS

TEST SITE:

Alameda County Library (Dublin). Data compiled by Rayme Meyer and other library staff.

PURPOSE:

To assess how the library is doing with its patrons.

SAMPLING PROCEDURES:

The target population was all patrons who use the library either in person or by phone. The library has no master patron list. The following steps were used to generate a random sample.

1. The first step was to determine the number of patrons to be selected from lists of patrons using the library in person versus by phone. A count of patrons (in person or by phone) was made for a two week period. Results showed an average weekly count of: 4625 (95.7%) in-person users and 206 (4.3%) phone users. A target was set for a sample of 200: 191 (95.5%) in-person users; 9 phone users (4.5%). The sample was to be a proportionate stratified sample.

2. The second step was to collect names and phone numbers to serve as the "universe" from which to sample. For the next three weeks during 10 randomly selected one-hour time slots (of the 48 one-hour slots the library is open weekly), the names and phone numberss were collected for all patrons using the library in person or by phone. This formed the sampling universe. Patrons were informed that:

> "The library is going to be conducting a survey to find out how we're doing. Would you be willing to give us your phone number so that, if your name is

selected, we could contact you later for an
interview?"

A total 1573 names were collected (1522 in person; 53 phone). The "in-person" and "phone" lists were kept separated as two different "sampling strata."

3. The final step was to produce two randomly ordered lists of patrons to interview. Both lists were alphabetized and then re-ordered into randomly ordered lists using a random number table. Then, interviews were conducted starting with the top of the list until the target ns were obtained. A total of 300 patrons were contacted to obtain the 200 desired interviews (280 in person users and 20 phone users were contacted to obtain interviews with 191 in person users and 9 phone users).

SAMPLING RESULTS:

The 200 library users were described as follows:

1. FREQUENCY OF CONTACT WITH LIBRARY:
   *62% of the patrons used the library once a month,
   *22% once a week,
   *12% were split half and half between more than once a week and once a year.

2. NUMBER OF PERSONS IN RESPONDENT'S HOUSEHOLDS:
   * 3% of households had one member
   *32% had one or two
   *39% of households had four
   *27% had five or more

3. NUMBER IN HOUSEHOLD UNDER 18 YEARS OF AGE:
   *73% of the households had one to three children under 18.

4. AGE GROUP OF RESPONDENT:
   *32% were 40-64 years old
   *36% were 19-39
   *25% were 9-18
   * 3% were under 8

5. AMOUNT OF EDUCATION OF RESPONDENT (excluding respondents 18 years or younger):
*13% had finished high school.
*45% had some college or vocational/trade school,
*22% had finished college,
*26% had post college schooling.

6. ETHNIC/RACIAL GROUP OF RESPONDENTS:
*88% were white/anglo,
*12% were Hispanic, Mexican American, Latin American, Asian, Pacific Islander, American Indian.

7. GENDER OF RESPONDENT:
*65% were female
*35% were male.

8. COUNTY OF RESIDENCE:
*60% were from Alameda County
*40% were from neighboring Contra Costa

9. TOTAL HOUSEHOLD INCOME FROM ALL SOURCES IN THE PAST YEAR:
*18% earned between $10,000-30,000
*37% earned between $30,000-$50,000
*32% earned $50,000 or more
*13% no answer

FOCAL SITUATION:

Respondents were asked to "...recall the last time you used the Dublin Library that stands out in your mind."

QUESTIONNAIRE:

Identical to Module #2.

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHAT LED TO CONTACT: *It was in early February; my friend suggested that I contact the Dublin Library for books on the Russian Revolution.*

2. HELPFUL EVENTS:

EVENT #1

2a. WHAT HELPED: *The rollfilm machine was very helpful in finding the books that I was looking for.*

2b. HOW HELPED: *It helped me find where the books on the Russian Revolution were and also where books on plastic surgery were located.*

2c. HOW MUCH: *Very much.*

EVENT #2

2a. WHAT HELPED: *The check-out service was very helpful.*

2b. HOW HELPED: *It was very fast and speedy, so I didn't have to wait.*

2c. HOW MUCH: *Very much.*

3. QUESTIONS DURING VISIT:

QUESTION #1

3a. QUESTION: *Will I be able to find a particular past issue of the Wall Street Journal?*

3b. COMPLETENESS OF ANSWER: *complete*

3c. HOW GOT ANSWER: *The Reference Librarian led me to the materials and showed me how they were laid out, what order they were in, and the librarian found the issue that I was looking for.*

3d. HOW ANSWER HELPED: *It helped me very much as I was looking for information on exchange rates and security exchanges in that particular issue.*

LIBRARIAN'S CHOICE INTERVIEW:

1. WHAT LED TO CONTACT: *I came in to look at new books and browse a bit.*

2. HELPFUL EVENTS:

EVENT #1

2a. WHAT HELPED: *Facilities at this library are very good, well-organized, quiet, plenty of tables and chairs.*

2b. HOW HELPED: *If it were a smaller library, you would just have to take the book and go. Here you can sit down for awhile and read and see if it is what you want.*

2c. HOW MUCH: *Very much.*

EVENT #2

2a. WHAT HELPED: *There is a service for people who can't find books, plenty of librarians to help.*

2b. HOW HELPED: *They can help me find books.*

2c. HOW MUCH: *Very much.*

EVENT #3

2a. WHAT HELPED: *There are computers to find author and title. Sometimes people recommend a book and they don't remember the author.*

2b. HOW HELPED: *It helps me find the author or title.*

2c. HOW MUCH: *Quite a bit.*

3. BLOCKING EVENTS:

EVENT #1

3a. WHAT BLOCKED: *Sometimes the book I want isn't in.*

3b. HOW BLOCKED: *Couldn't get the book right then. I had to wait.*

3c. HOW MUCH BLOCKED: *A little. I usually find something else to read.*

4. QUESTIONS DURING VISIT:

QUESTION #1

4a. QUESTION: *Can you send for books from other libraries.?*

4b. COMPLETENESS OF ANSWER: *No answer. I got busy looking for books. I forgot to ask anyone the question.*

4c. HOW HOPED ANSWER WOULD HELP: *I could find more books I wanted.*

A SENSE-MAKING INTERVIEW:

1. WHAT LED TO CONTACT: *This library has the most variety. Better than the school library. I get more help. I came in for books for a report.*

2. HELPFUL EVENTS:

EVENT #1

2a. WHAT HELPED: *I got help at the desk. They helped me find the books.*

2b. HOW MUCH HELPED: *Quite a bit.*

EVENT #2

2a. WHAT HELPED: *The library was quiet.*

2b. HOW HELPED: *It was easier to study.*

2c. HOW MUCH: *Quite a bit.*

EVENT #3

2a. WHAT HELPED: *I had room to work.*

2b. HOW HELPED: *It had tables to study at.*

2c. HOW MUCH: *Quite a bit.*

EVENT #4

2a. WHAT HELPED: *The librarians helped me find the books I needed.*

3. BLOCKING EVENTS:

EVENT #1

3a. WHAT BLOCKED: *It was hard to find the books I needed.*

3b. HOW BLOCKED: *I couldn't find the books I needed for a report. Sometimes it is hard to find enough books on popular subjects. I could only find one book and an encyclopedia entry about Puerto Rico.*

4. QUESTIONS DURING VISIT:

QUESTION #1

4a. QUESTION: *I didn't understand about the pamphlets.*

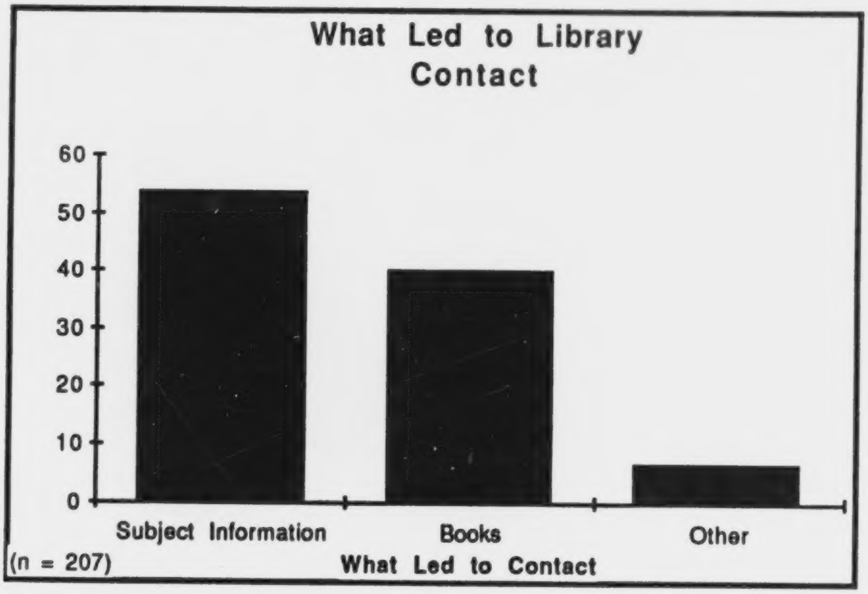
4b. COMPLETENESS OF ANSWER: *partial*

4c. HOW GOT ANSWER: *I asked the librarian.*

4d. HOW ANSWER HELPED: *She helped me to use the pamphlets to get more information for my report.*
4e. WHAT PREVENTED COMPLETE ANSWER: *I wasn't sure about asking the people at the desk for help. They looked kind of busy.*
4f. HOW HOPED ANSWER WOULD HELP: *I wanted more information about Puerto Rico for my report.*

RESULTS:

1. DESCRIPTION OF SITUATIONS WHICH LED TO CONTACT WITH LIBRARY:



Unit of analysis: The 200 respondents were led to use the library in 207 ways. What led to the contact is the unit of analysis. Open-ended responses were content analyzed. (See content analysis appendix.) Category definitions follow below.

Definitions of categories:
1. Subject information: *school-related needs, auto repair, consumer and tax information, business research, specific reference questions and materials on specific subjects.*

Typical cases:
- Child doing a research project on Harriet Tubman.

- A patron using pamphlet files for information on the negative effects of smoking to open dialogue with her son.

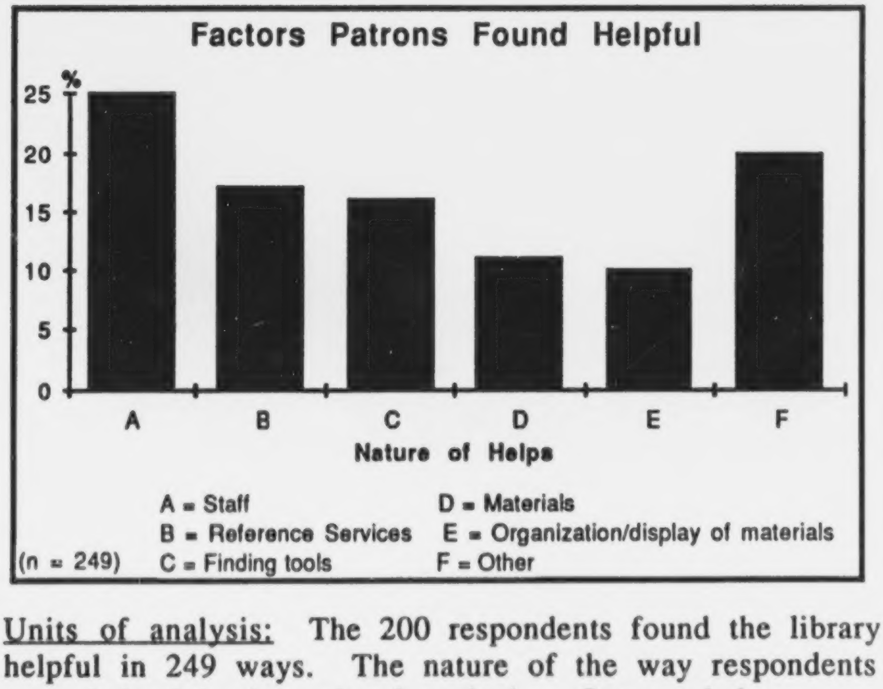
2. Books: *browsing, use of children's materials, looking for specific titles, returning books.*

Typical cases:
- A woman browsing for fiction books and other general interest books for entertainment reading.
- A patron looking for a particular play that she was using in a story she was writing.

3. Other: *use of the public access computer, photocopy machine, programs and meeting rooms.*

Typical cases:
- Babysitting clinic for teenagers.
- Viewing films with children.

2. DESCRIPTION OF FACTORS PATRONS FOUND HELPFUL OR FACILITATING:



Units of analysis: The 200 respondents found the library helpful in 249 ways. The nature of the way respondents were helped is the unit of analysis. Open-ended responses were content analyzed. (See content analysis appendix.) Category definitions follow below.

Definitions of categories:

1. Staff:

Typical cases:
* The librarian's knowledge was helpful.
* The staff is always helpful, answering my questions and helping me find things.

2. Reference services:

Typical cases:
* A reference librarian showed a patron where books on birds and dogs were.
* Reference librarian found a book at another branch and ordered it for a patron.

3. Finding tools:

Typical cases:
* A patron used the catalog reader to find a book.
* The rollfilm machine was very helpful in finding the books a patron was looking for.

4. Materials:

Typical cases:
* Tax forms.
* Pamphlet files.

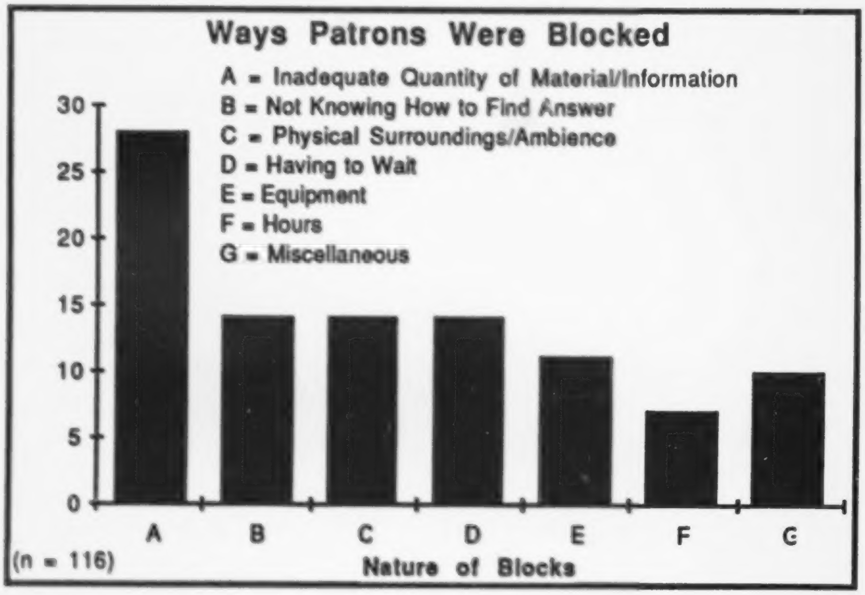
5. Organization/display of materials:

Typical cases:
* Most of the reference books are together in one place.
* A special display of Dune books.
* List of year's Best Books on display.
* Library is well laid out so it is easy to find sections.

6. Other:

Typical cases:
* The Dublin Library had the book a patron wanted and it was put on hold for them.
* The check-out service was very helpful, fast and speedy so a patron did not have to wait.
* Library a quiet place to study.
* A patron's son needed copies out of a play book and used the copy machine.
* A Red Cross babysitting clinic.

3. DESCRIPTION OF FACTORS PATRONS FOUND AS BLOCKING THEM OR STANDING IN THEIR WAY DURING VISIT:



Unit of analysis: The 200 respondents reported 116 ways in which they were blocked at the library. Ways in which respondents were blocked is the unit of analysis. Open-ended responses were content analyzed. (See content analysis appendix.) Category definitions follow below.

Definitions of categories:

1. Inadequate quantity of desired materials/information:

   Typical cases:
   * No circulating copies of books on a topic that a patron could check out; only reference copies.
   * There was not very much information about dance at this library or other libraries for a teacher preparing a unit on dance.
   * A patron wanted tax forms but the library was out of the most popular one.

2. Not knowing how to find information or materials:

   Typical cases:
   * No sign that indicated by topic where the books on "Pets" could be found.
   * Patron did not know how to use the film machine.
   * No card catalogs to look up books, only the rollfilm machine which patron did not know how to use.

3. Physical surroundings/ambience:

   Typical cases
   * There were several people wanting to be in same section as a patron because the aisles are narrow so the patron had to wait to get to the section she wanted.
   * Not enough places to study.

4. Having to wait:

   Typical cases:
   * A kid looking for assistance at the center desk and having a hard time getting hold of someone.
   * Lots of people at the reference desk, not many librarians around so a patron had to wait 5 minutes to be helped.
   * A long line at the xerox machine.

5. Equipment (primarily rollfilm):

Typical cases:
* Rollfilm machines made a patron dizzy because they are sometimes out of focus.

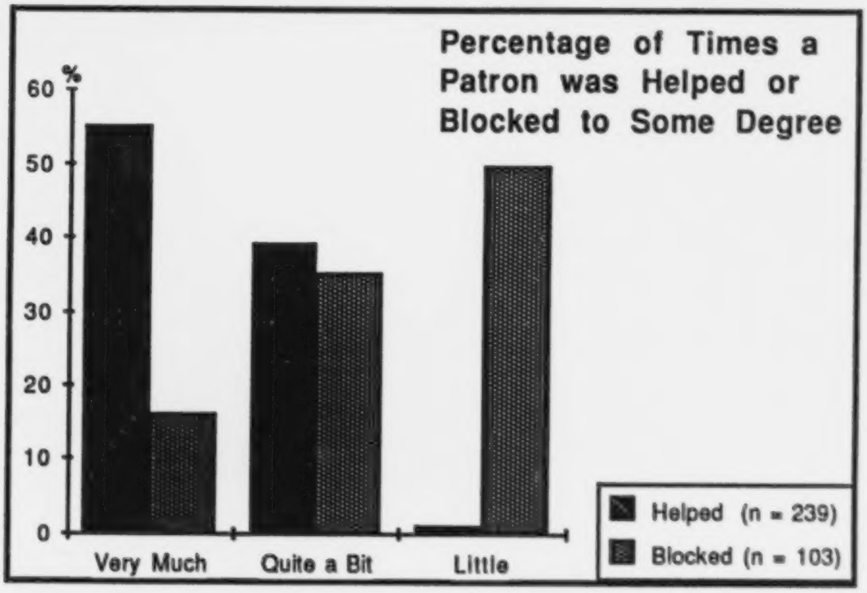
6. Hours:

Typical cases:
* A patron got to the library at 11:00 but it did not open until 1:00.
* Changes in the library's schedule that the patron could not remember.

7. Other

Typical cases:
* A patron's baby brother was screaming and he had to go and help him.
* Book a patron had wanted to check out had been misfiled.

4. RELATIONSHIP BETWEEN BEING HELPED OR BLOCKED AND THE DEGREE TO WHICH HELPED OR BLOCKED:



Units of analysis: The 200 respondents were helped or blocked. 249 helps were cited, 239 were rated; 116 blocks were cited, 103 were rated.

Factors being related: The number of times helps/blocks were mentioned against the degree to which the patron was helped/blocked.

5. SELECTED POSITIVE ANECDOTES PERTAINING TO STAFF:

I brought some records back and one was missing. They took my word for it that I had returned the record. I appreciated the way it was handled. It made the library more human.

We've gotten our tax refund back already due to the ease of finding the forms and making the copies. Everything was handy.

I brought in a photograph of some piece of art by an artist I couldn't identify. I knew my sister liked this particular artist. The librarian was able to identify the artist as Maxwell Parish. I was then able to buy a Maxwell Parish calendar as a gift for my sister.

The reference person was courteous and efficient; didn't put me on hold.

They always know exactly what I'm talking about - just by knowing the kind of books I've had before they help me find something new.

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

The demographics of users

* The age breakdown reflects our community.

* Women users out numbered men 2 to 1.

* Large number (40%) of users from neighboring county.

* Users homogeneous in race, income.

* Most patrons use the library once a month.

Why came to library

* Many patrons came for subject information connected with school assignments, tax forms, consumer needs.

* Many adult visits were motivated by a child's school assignment.

* Most users came to the library for specific reasons, only a few just to browse.

* Some of those who came in for other reasons stayed to browse and checked out additional items.

* Ancillary services are used but they are not what motivates people to come to the library.

Approaches to library use

* Many people were very task oriented in their visit. Came in for a specific reason and then were on their way.

* Many people are reluctant to ask staff for help.

* Many people take pride in not asking staff for help.

* Over half the patrons used some kind of staff assistance.

* The self-serve patron may have had staff assistance on other visits.

* Many people mentioned time as a factor in their library experience (both help and block).

* Use of rollfilm mentioned frequently.

* Many blocks dealt with communication problems _ signs, information on how to run equipment, confusion about library policy.

SPECIAL CASES IDENTIFIED BY LIBRARIANS FROM DATA:

* Patron who didn't want to bother the librarian because "they're there for the children."

* The non-askers who had specific things they wanted, couldn't find them, didn't ask for help, and left empty-handed.

* The person who felt important after donating books because staff was so obviously gracious and appreciative.

* The patron who said she had discovered a book which was "very influential" in her life.

* The patron who used pamphlet files for information on the negative effects of smoking to "begin a dialogue" with her teenage son.

* The patron who wanted to know how the catalogue worked, but was instead helped to find his material and never did learn how the catalogue worked.

IDEAS FOR SYSTEM CHANGE:

* Design ways to help patrons become more self-sufficient.
* Promote specialized business and technical material for women.
* Roving librarian to enable self-serve people in the stacks.
* Distinguish between people who want us to get their stuff for them fast, and those who want to learn how to do things on their own.
* Staff take the time to instruct those who want to learn to do things on their own.
* Promote the Quick Guide.
* Displays focusing on nontraditional, specific subject areas.
* Special focus brochures for groups.
* Further use of media to highlight services.
* Keep track of community events to plug in library promotion.
* Better catalog.
* Change how often people use library by changing due date to two weeks.
* Check-out only line to speed circulation desk line.
* Review scheduling patterns to reflect busy times.
* Keep shelving up to date.
* Directory map at entrance.
* Designate a quiet area.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* Summaries were very helpful in dispelling some wrong impressions from simply reading the raw data. Examples:

- Only 5% of patrons had questions they did not ask.
- More people came in for information and specific subject use.
- Ancillary services were used less than initially supposed.
- More people were able to make use of the rollfilm than initially concluded.

* Showed some recent innovations we have made such as the "circulation's up" project to keep blockbusters on the shelves and fill the subject areas known as "bottomless pits" were right on target.

* Accumulated useful data for further planning.

* Doing the survey made people more aware of the library.

* Staff awareness raised by hearing from patrons other than those who generally and vocally make their opinions known to us.

* One staff librarian makes a different book selection by keeping in mind the needs of patrons we don't ordinarily hear from.

* Increased use of neutral questioning because staff more aware of the possibility of hidden agendas behind requests.

* Listening and attention skills improved.

* Results were an ego-booster. Makes you feel like your job is rewarding, helpful and, appreciated.

* Became aware of need to look at patron's interaction with library from patron's point of view.

AUBURN-PLACER COUNTY LIBRARY

MODULE #6
ACCOUNTABILITY ASSESSMENT
THE STAFF REPORT INTERVIEW

TEST SITE:

Auburn-Placer County Library. Data compiled by Dorothy Sanborn.

PURPOSE:

To study how well library users were served according to library staff assessments of service from ten libraries in Auburn-Placer County.

SAMPLING PROCEDURES:

In order to produce a sample of staff assessments of service to library users, the following steps were executed:

1. The first step was for the Auburn-Placer County Library to provide each staff member from ten different libraries with a set of prepared questionnaires on June 6, 1986. The staff was instructed to recall the past weeks of contact with the public and choose one happening where the user was served particularly well and one happening where the user was probably not served well.

2. The second step was for the staff members to complete one questionnaire per user and return the completed questionnaires by the deadline of June 13, 1986.

28 staff members from ten libraries completed 55 questionnaires with a total number of 65 instances of service to library users (some users had more than one happening per library contact).

OTHER METHODS:

Staff assessment procedures

Copies of the questionnaires, project instructions, and project time schedules were distributed to the Division Heads of the

Auburn Main Library for study and analysis. Nine staff members participated in these brainstorming/discussion sessions.

Participating staff members read their answers to questions for discussion one at a time, then the answers were discussed as a group. The individual answers were handed in at the end of the session. The session was tape recorded so that a student project worker could participate in the discussion rather than taking detailed notes. The tape was later replayed so the student project worker could write down appropriate notes.

The student project worker formulated categories and possible tables according to staff suggestions. The data from the questionnnaires was recorded on a tally sheet. The tally sheet was used to draw the needed data for the summarizing tables and graphs. Copies of the completed summarizing tables and graphs were then distributed to participating staff for study for the next brainstorming session. Three such discussion sessions were held in order to produce this report.

SAMPLING RESULTS:

In this study the respondents are the staff members assessing good or bad service to library users. However, the demographic description below is of those library users the staff members reported on. The following percentages describe the users who were served and reported upon in this study as perceived by library staff:

1. USER'S AGE:
   *15% 10 to 19 years
   *15% 20 to 30 years
   *47% 31 to 59 years
   *13% 60 to 80 years
   *11% unknown or unreported adults

2. USER'S ETHNIC/RACIAL GROUP:
   *76% White
   * 2% Black
   * 2% Hispanic
   * 2% Asian
   *18% unknown or unreported

3. USER'S AMOUNT OF EDUCATION:
   - *13% less than high school
   - *22% high school
   - *16% some college, vocational/trade school
   - *22% college
   - * 2% post-graduate
   - *26% unknown or unreported

4. USER'S GENDER:
   - *58% female
   - *42% male

FOCAL SITUATION:

The staff members reported on the situations that they saw as leading users to contact the library and then reported on their estimations of user gaps, barriers, questions, helps, etc.

QUESTIONNAIRE:

Module # 6 .

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHAT LIBRARIAN THOUGHT LED USER TO LIBRARY CONTACT: *He wanted current names and addresses of all members of the U.S. Congress, members of the cabinet and other unspecified positions. He wanted to send communications to each. He said he was working with a group.*

2. HELPING EVENTS:

EVENT #1:

2a. WHAT HELPED: *The user telephoned to find out if information was available. He was told the information was available, but was too extensive for telephone delivery.*
2b. HOW HELPED: *He felt knowing the information was available was helpful.*
2c. HOW MUCH HELPED: *Partially.*

EVENT #2:

2a. WHAT HELPED: *The user came to the library and found the Congressional Directory waiting at the Reference desk.*
2b. HOW HELPED: *He had the information he wanted.*

2c. HOW MUCH HELPED: *Partially.*

3. BLOCKING EVENTS:

EVENT #1:
3a. WHAT BLOCKED: *The latest* Congressional Record *was Reference only. He wanted a copy to take home.*
3b. HOW BLOCKED: *He was blocked because the addresses had to be copied or photocopied.*
3c. HOW MUCH BLOCKED: *Partially.*

EVENT #2:
3a. WHAT BLOCKED: *The user felt there should be another circulating* Congressional Directory.
3b. HOW BLOCKED: *He wanted to address letters with the directory in hand.*
3c. HOW MUCH BLOCKED: *Partially.*

4. QUESTIONS IN SITUATION:

QUESTION #1:
4a. QUESTION: *Is there a* Congressional Directory *I could borrow?*
4b. COMPLETENESS OF ANSWER: *Partial.*
4c. HOW ANSWER HELPED: *He had the material he needed.*
4d. WHAT PREVENTED COMPLETENESS: *The material was not as convenient as he had hoped.*

LIBRARIAN'S CHOICE INTERVIEW:
1. WHAT LIBRARIAN THOUGHT LED USER TO LIBRARY CONTACT: *He uses the library occasionally.*

2. HELPING EVENTS:

EVENT #1:
2a. WHAT HELPED: *My (librarian's) willingness to help.*
2b. HOW HELPED: *Made him feel more at ease to ask questions.*
2c. HOW MUCH HELPED: *Very much.*

EVENT #2:
2a. WHAT HELPED: *My showing my interest in the subject.*

2b. HOW HELPED: *Made him feel that I was somewhat familiar with the subject.*
2c. HOW MUCH HELPED: *Quite a bit.*

3. QUESTIONS IN SITUATION:

QUESTION #1:
3a. QUESTION: *Is there a picture of the sword and the crest of Richard III?*
3b. HOW GOT ANSWER: *By asking for assistance from me.*
3c. COMPLETENESS OF ANSWER: *Complete.*
3d. HOW ANSWER HELPED: *Reached goal of getting the picture.*

SENSE-MAKING INTERVIEW:
1. WHAT LIBRARIAN THOUGHT LED USER TO LIBRARY CONTACT: *Impulse. The library user saw the bookmobile as he was driving by. He wanted a book about skunks.*

2. HELPING EVENTS:

EVENT #1:
2a. WHAT HELPED: *Librarian had three books plus one encyclopedia about or including skunks.*
2b. HOW MUCH HELPED: *Very much.*

EVENT #2:
2a. WHAT HELPED: *The books had several nice pictures of striped skunks.*
2b. HOW HELPED: *He wanted pictures of striped skunks so his wife could do a watercolor.*
2c. HOW MUCH HELPED: *Some.*

3. BLOCKING EVENTS:

EVENT #1:
3a. WHAT BLOCKED: *None of the pictures had a complete view of the back and tail of a skunk.*
3b. HOW BLOCKED: *His wife needed the back and tail portion to show those markings.*
3c. HOW MUCH BLOCKED: *Completely.*

EVENT #2:
3a. WHAT BLOCKED: *The user did not feel he could just "drop in" to the bookmobile.*
3b. HOW BLOCKED: *He was curious about the bookmobile and wanted to see what it was like inside.*
3c. HOW MUCH BLOCKED: *A little bit.*

4. QUESTIONS IN SITUATION:

QUESTION #1:
4a. QUESTION: *Can I get a book about skunks?*
4b. COMPLETENESS OF ANSWER: *Complete.*
4c. HOW ANSWER HELPED: *He got several books about skunks.*

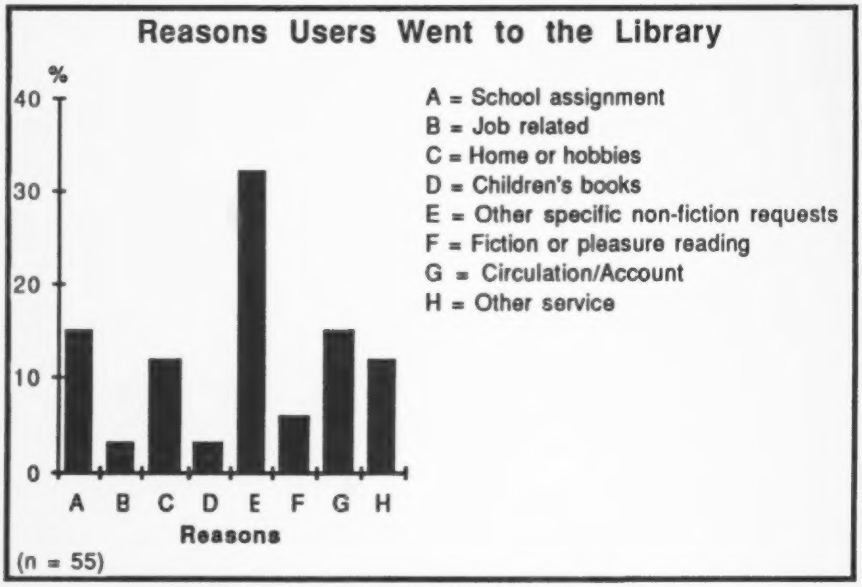
QUESTION #2:
4a. QUESTION: *Can I get a good picture of a striped skunk for my wife's watercolor?*
4b. COMPLETENESS OF ANSWER: *Partial*
4c. HOW ANSWER HELPED: *He spent 45 minutes looking at skunk books and pictures.*
4d. WHAT PREVENTED COMPLETENESS: *He figured the library would have the exact pictures he was looking for, but the library did not have the right pictures.*
4e. HOW HOPED WOULD HELP: *He would be able to deliver a picture to his wife as he had promised.*

Results:
In this study the librarians are the respondents. The following results describe the library users the librarians assessed:

1. DESCRIPTION OF USER'S LAST VISIT TO A LIBRARY:
   *69% in the last month
   *18% 1 to 6 months ago
   * 6% 7 to 12 months ago
   * 4% 2 or more years ago
   * 4% unknown or unreported

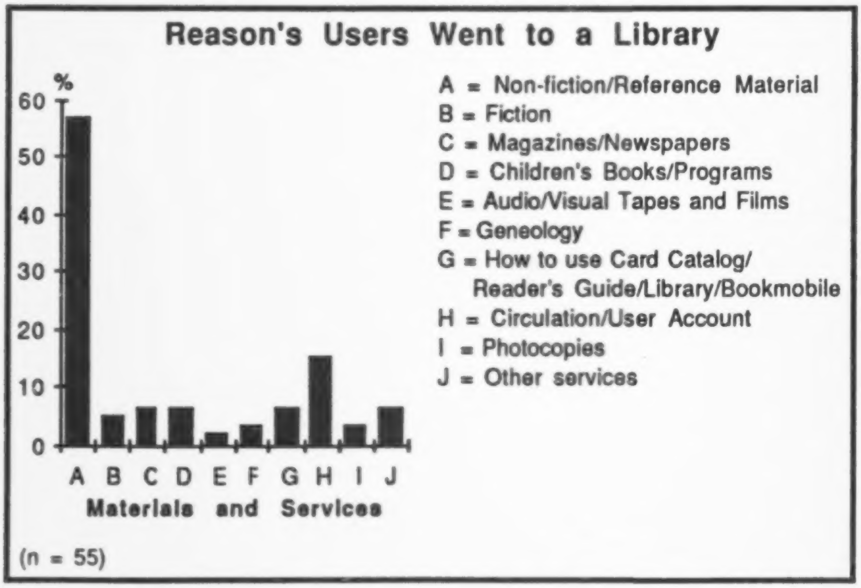
2. DESCRIPTION OF REQUESTS BY GENDER OF USER:
   *63% female
   *37% male

3. DESCRIPTION OF THE REASONS USERS WENT TO A LIBRARY:



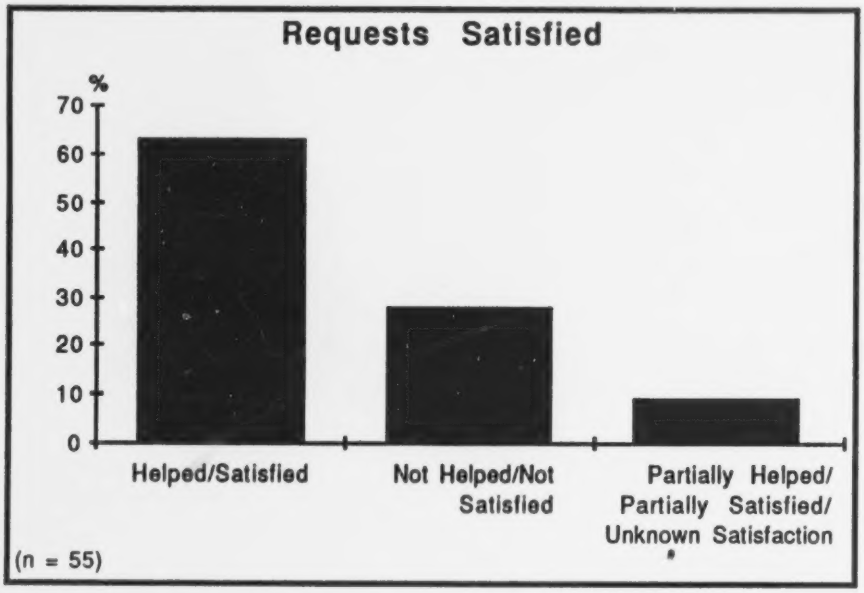
Unit of Analysis: The 28 library staff members assessed the service to 55 library users. These users went to a library for 65 reasons. The unit of analysis is users as seen by staff.

4. DESCRIPTION OF THE MATERIALS AND SERVICES USERS REQUESTED AT A LIBRARY:



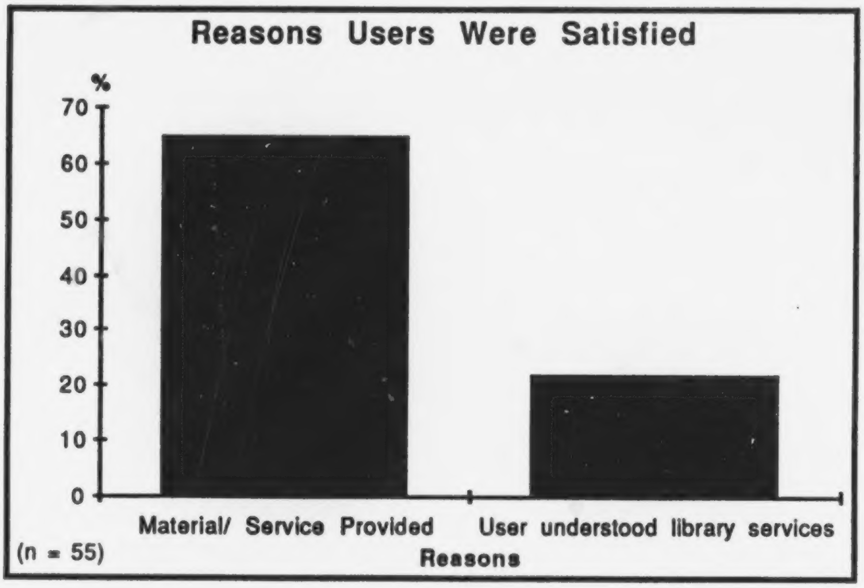
Unit of Analysis: The 55 library users were reported by staff as making 65 different requests at a library. In order to repond to these requests, users utilized at least 65 kinds of materials and services at a library. The unit of analysis here is the user as seen by the staff.

5. DESCRIPTION OF THE REQUESTS SATISFIED FOR USERS BY A LIBRARY:



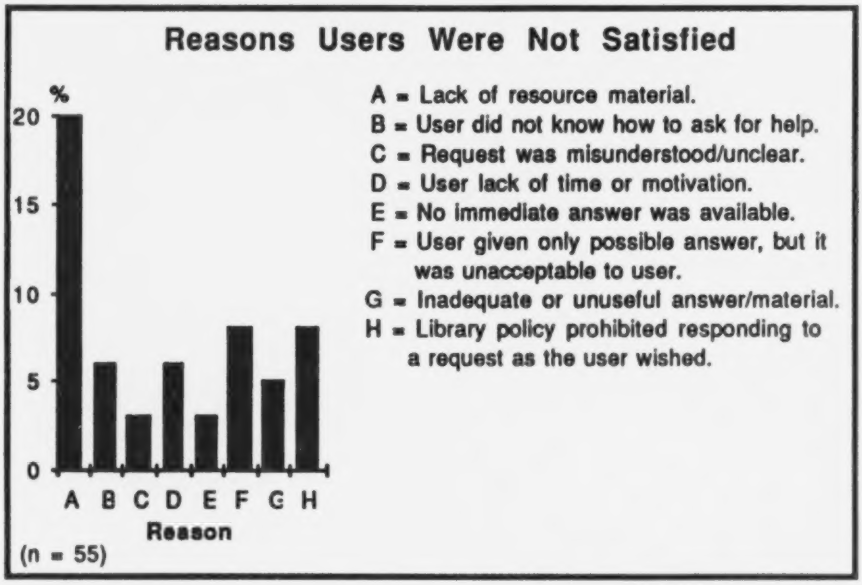
Unit of Analysis: The 55 library users were reported as making 65 requests at the library. The users were satisfied, not satisfied, or partially satisfied by the libraries materials and services. The unit of analysis here is the user as seen by staff.

6. DESCRIPTION OF THE REASONS USERS WERE SATISFIED BY THEIR VISIT TO A LIBRARY:



Unit of Analysis: The 55 library users were reported as having at least 65 reasons why their requests were satisfied, partially satisfied, or not satisfied by a visit to the library. This table shows the reasons they were satisfied as reported by staff. The unit of analysis is the user, as seen by staff.

7. DESCRIPTION OF REASONS USERS WERE NOT SATISFIED BY THEIR VISIT TO A LIBRARY:

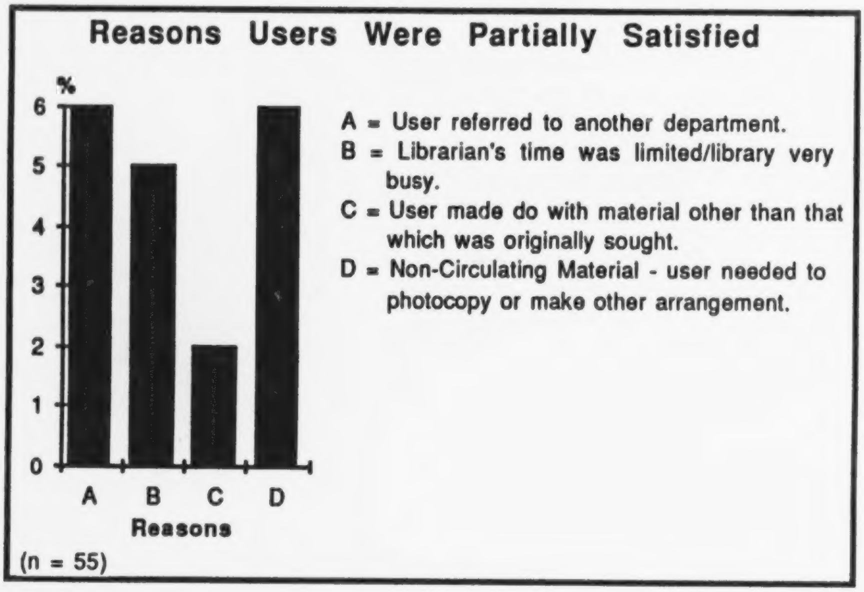


Reasons Users Were Not Satisfied

A = Lack of resource material.
B = User did not know how to ask for help.
C = Request was misunderstood/unclear.
D = User lack of time or motivation.
E = No immediate answer was available.
F = User given only possible answer, but it was unacceptable to user.
G = Inadequate or unuseful answer/material.
H = Library policy prohibited responding to a request as the user wished.

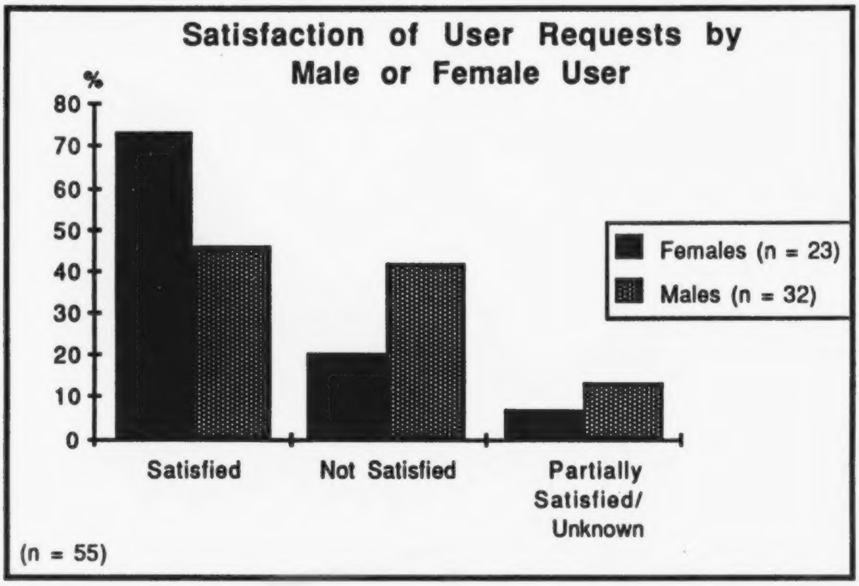
Unit of Analysis: The 55 library users were reported as having at least 65 reasons why their requests were satisfied, partially satisfied, or not satisfied by a visit to the library. This table shows the reasons they were not satisfied, as reported by staff. The unit of analysis is the user, as seen by staff.

8. DESCRIPTION OF THE REASONS USERS WERE PARTIALLY SATISFIED BY THEIR VISIT TO A LIBRARY:



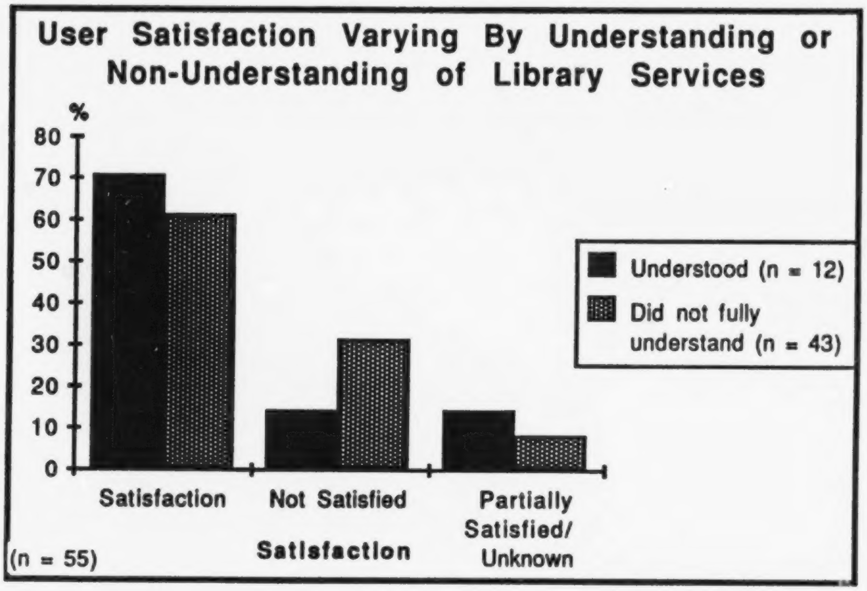
Unit of Analysis: The 55 library users were reported as having at least 65 reasons why their requests were satisfied, partially satisfied, or not satisfied by a visit to the library. This table shows the reasons they were only partially satisfied, as reported. The unit of analysis is the user as seen by staff.

9. DESCRIPTION OF THE DIFFERENCE IN SATISFACTION LEVELS ACCORDING TO WHETHER THE USER WAS MALE OR FEMALE:



Unit of Analysis: The 55 library users were reported as making 65 requests at a library. These requests were either satisfied, not satisfied, or partially satisfied. Male and female users were reported as differing in their satisfaction from requests. The unit of analysis is the user as seen by staff.

10. DESCRIPTION OF HOW USER SATISFACTION VARIED DUE TO USER UNDERSTANDING OR LACK OF UNDERSTANDING OF LIBRARY SERVICES:



Unit of Analysis: The 55 library users were reported either satisfied, not satisfied, or partially satisfied by a library. These 55 users were also seen as having understood or not understood the workings of library services. This table shows a comparison of those users who understood library services and those who did not fully understand library sevices in terms of their reported satisfaction levels. The unit of analysis is users as seen by staff.

PATTERNS IDENTIFIED BY LIBRARIANS IN DATA:

* Most users were adult, white, with a high school or college education.

* Branch library staff reported almost entirely positive happenings with little or no blocking.

* More male than female users left the library unsatisfied.

* Many of the happenings were simple requests for information or research for school assignments.

* Users reveal a general lack of knowledge regarding the library.

* Many of the users' blocks related to users' misunderstandings of available library services and materials, revealing a general lack of knowledge regarding the library.

* User satisfaction was directly related to the amount of staff time and materials available.

* Many users seemed to be in a hurry.

* User time limitations adversely affected their satisfaction with library services, especially when requested material was not available in the library or time was needed to research the request.

* Some users were hesitant about asking for help and did not like being referred to other departments to explain their situation again.

* Frequently, users did not know how to ask for help or were uncertain or unclear about what materials they needed.

SPECIAL CASES IDENTIFIED BY LIBRARIANS FROM DATA:

* The staff member who took the time to reassure the user that her account had been cleared of overdue fines and that no other books showed checked out on her library card was an example of proper service to fully satisfy the user.

IDEAS FOR SYSTEM CHANGE:

Publicity

* Publish easy-to-understand brochures or pamphlets explaining library services and materials, publicizing services.

* Publicize services.

* Add a Reader's Advisor to instruct lost or hesitant users in the use of the library and direct users to proper library departments.

* Have additional staff available during peak use periods to alleviate time pressures and allow staff to spend more quality time helping and informing library users.

* Purchase more up-to-date and popularly requested materials.

Workshops
* Communication workshops to train staff members in dealing with library users' needs and requests.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* Reemphasized problems in the library: the need for a broader book collection (purchase of replacements as well as new books) and the need for a Reader's Advisor.

* The data, even though small in amount, brought problems to the attention of division heads.

* The study was useful as a springboard to discussion.

* The results showed patterns of user wants as well as some weaknesses in reference work.

* The process gave the staff experience in seeing through the users' eyes thus providing insight on problems users face from their viewpoint.

* Made staff stop and evaluate its service to the public which is a good thing to do from time to time to keep an awareness of the public and to make sure public needs are being met.

* Brought up questions or aspects of service which we might not have considered without becoming involved in this project:
- the percentage of male user requests not satisfied
- the design of reference area for public service
- how to put users at ease and help them state their requests clearly
- importance of proper departmental referral
- the need to inform library users of library services and how to use the library

* Staff discussions led to some solutions to problems.

BENICIA PUBLIC LIBRARY

MODULE #3
ACCOUNTABILITY ASSESSMENT
BRIEF CLOSE ENDED QUESTIONS

MODULE #1
ACCOUNTABILITY ASSESSMENT
IN DEPTH INTERVIEWS

TEST SITE:

Benicia Public Library. Study coordinated by Susan Firestein.

PURPOSE:

To evaluate the bookmobile service which the Benicia Public Library provides for the city.

SAMPLING PROCEDURES:

Module #3:

1. The brief, close-ended interview was administered over a period of time from April 3, 1986 to June 26, 1986.

2. During this time a library staff member sat outside the bookmobile at each stop and asked patrons to fill out the survey, usually as they exited the bookmobile.

3. The survey was passed out to anyone who used the bookmobile.

4. Patrons were encouraged to fill the surveys out at that time, however several took surveys to be returned at a later time. The great majority of patrons filled out the survey.

5. These procedures rendered 26 completed questionnaires.

Module #1;

1. Staff members suggested candidates for the in-depth interviews to the city librarian.

2. The interviews were conducted over the phone or in person by the city librarian.

3. This process produced eight complete in-depth interviews.

SAMPLING RESULTS:

The following demographic statistics describe the sample of 26 who completed the brief, close-ended questionnaire.

1. NUMBER OF PEOPLE IN RESPONDENT'S HOUSEHOLD UNDER 18 YEARS OF AGE:
   *12% have noone under 18 years
   *32% have one person under 18
   *44% have two people under 18
   *12% have three or more people under 18

2. NUMBER OF PEOPLE IN RESPONDENT'S HOUSEHOLD:
   * 4% have one person
   *16% have two people
   *28% have three people
   *44% have four people
   * 8% have five people

3. RESPONDENT'S AMOUNT OF EDUCATION:
   * 4% finished high school
   *32% some college, vocational/trade school
   *28% finished college
   *36% post-graduate

4. RESPONDENT'S AGE:
   *27% 25 to 34 years
   *30% 35 to 49 years
   * 9% 50 to 64 years
   * 9% 65 years or older

5. ETHNIC/RACIAL GROUP OF RESPONDENT:
   *92% white/anglo
   * 4% Asian
   * 4% no answer

6. TOTAL YEARLY FAMILY INCOME IN RESPONDENT'S HOUSEHOLD:
   * 5% 15,000 to 20,000

* 5% 25,000 to 30,000
*10% 30,000 to 35,000
*80% 35,000 or over

7. GENDER OF RESPONDENT:
*92% female
* 8% male

FOCAL SITUATION:

Respondents given the close-ended questionnaire were asked to focus on the specific reasons they had come to the bookmobile on the particular day they were interviewed.

Respondents who were given the in-depth interview were asked "...to tell me what happened on your most recent visit to the Bookmobile."

QUESTIONNAIRE:

Module #3 was modified in the following way:

1. It began with the question about reasons respondents have come to the bookmobile.

2. It included a section with the following questions:
    * In the last year, how often did you use the Bookmobile
    -once every two weeks
    -once per month
    -once every 3 months
    -once every 6 months
    -once per year
    -other

    * How far do you live from this Bookmobile stop?
    -0 to 1 mile
    -1 to 2 miles
    -2 to 3 miles
    -3 to 4 miles
    -4 to 5 miles
    -more than 5 miles

    * How did you travel to this Bookmobile stop?
    -personal auto
    -taxi

-bus
-bicycle
-on foot
-other

* Have you ever been to Benicia Public Library?
-yes
-no
-if no, are there any specific reasons?

* In the last year, how often did you use the Benicia Public Library?
-once every two weeks
-once per month
-once every 3 months
-once every 6 months
-once per year
-other

* How far do you live from Benicia Public Library?
-0 to 1 mile
-1 to 2 miles
-2 to 3 miles
-3 to 4 miles
-4 to 5 miles
-more than 5 miles

* How do you normally travel to the Benicia Public Library?
-personal auto
-taxi
-bus
-bicycle
-on foot
-other

Module #1 was presented in the following way:

1. "First, I want you to tell me what happened on your most recent visit to the Bookmobile from the first moment when you decided to go to the point after the visit when the situation was completely out of mind. Tell me what happened first, second, and so on. Tell me

everything thar you did or said, everything that others did or said, and everything that happened."

2. "For each event, was there anything positive or negative regarding this event? Were there any blocks, problems, or questions concerning this event?"

3. "For questions, how important was the question to you? Did you get an answer to your question? How did you get the answer and how did it help you? If you did not get the answer, what do you see as preventing you from getting the answer? how did you hope the answer would have helped you?"

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHY CAME TO BOOKMOBILE (from checklist):
    * *hobbies or home*
    * *free time or leisure reading*
    * *made books available for a child*
    * *met people or socialized*

2. WHAT MATERIALS OR SERVICES USED (from checklist):
* *fiction books*
* *returned materials previously checked out*
* *non-fiction books.*

3. WAYS HELPED BY BOOKMOBILE (from checklist):
    * *got ideas or understandings about something*
    * *accomplished something or decided what to do or when or how to do it*
    * *got motivated to do something or feel good about myself, my decision, or circumstances, or calmed down and eased my worries*

LIBRARIAN'S CHOICE INTERVIEW (Module #1):

1. WHAT HAPPENED ON LAST VISIT: *Its automatic to go to the Bookmobile. I wanted to go to my normal stop. Something happened that interfered with my normal routine. The bookmobile driver was early. I drove to the fire station stop, but the bookmobile was not there. I then went to the new stop at Kindercare where I parked easily. There were quite a few patrons. I returned books and gave a*

request list of books to Pauline (staff member). Paula gave her requests. Joy checked out books. I browsed for children's books. I browsed some more and checked my list to find things I'd missed. I checked out . I socialized with the other patrons and staff.

2. BLOCKING EVENTS:

EVENT #1
2a. WHAT BLOCKED: *My personal situation. Would I make it to the bookmobile?*

EVENT #2
2a. WHAT BLOCKED: *When the bookmobile was not at the fire station my husband was upset because it had left early.*

EVENT #3
2a. WHAT BLOCKED: *The limited nature of the bookmobile collection.*
2b. HOW BLOCKED: *She likes old books.*
2c. HOW GOT ANSWER: *Able to use other libraries through the bookmobile so she made requests. Also bought the books.*

3. HELPING EVENTS:

EVENT #1
3a. WHAT HELPED: *Good to see new patrons.*

EVENT #2
3a. WHAT HELPED: *Staff is first rate on filling requests. The staff suggested some books she was not interested in, but did suggest some books her husband was interested in.*

SENSE-MAKING INTERVIEW (Module #1):
1. WHAT HAPPENED ON LAST VISIT: *Its automatic to go to the Bookmobile. I walk there with my family. I returned books, made requests, and picked up the books I had on reserve. I talked to the staff and saw some friends. The kids and I selected books, checked them out, and the walked home again.*

2. BLOCKING EVENTS:

EVENT #1
2a. WHAT BLOCKED: *The collection of kid's books doesn't change.*

EVENT #2
2a. WHAT BLOCKED: *The bookmobile staff sent notices for books that had been returned already.*

3. HELPING EVENTS:

EVENT #1
3a. WHAT HELPED: *I could walk to the bookmobile.*

EVENT #2
3a. WHAT HELPED: *The kids could walk by themselves to the bookmobile.*

RESULTS:
The following results are based on the data generated by the 26 respondents who completed the brief, close-ended questionnaire.

1. HOW OFTEN RESPONDENT USED THE BOOKMOBILE IN THE PAST YEAR:
   *46% every two weeks
   *28% once a month
   * 7% once every three months
   *18% other

2. HOW FAR RESPONDENT LIVES FROM THEIR BOOKMOBILE STOP:
   *76% 0 to 1 mile
   *12% 1 to 2 miles
   * 4% 2 to 3 miles
   * 4% 3 to 4 miles
   * 4% 4 to 5 miles

3. HOW RESPONDENT TRAVELED TO BOOKMOBILE STOP:
   *65% personal auto
   * 3% bicycle
   *31% on foot

4. IF RESPONDENT HAS BEEN TO THE BENICIA PUBLIC LIBRARY:

- *92% have been to the library
- * 8% have not

5. IF RESPONDENT USED PUBLIC LIBRARY, HOW OFTEN:

- *20% once every 2 weeks
- *29% once a month
- *12% once every 3 months
- *20% once every 6 months
- * 4% once a year
- *12% other

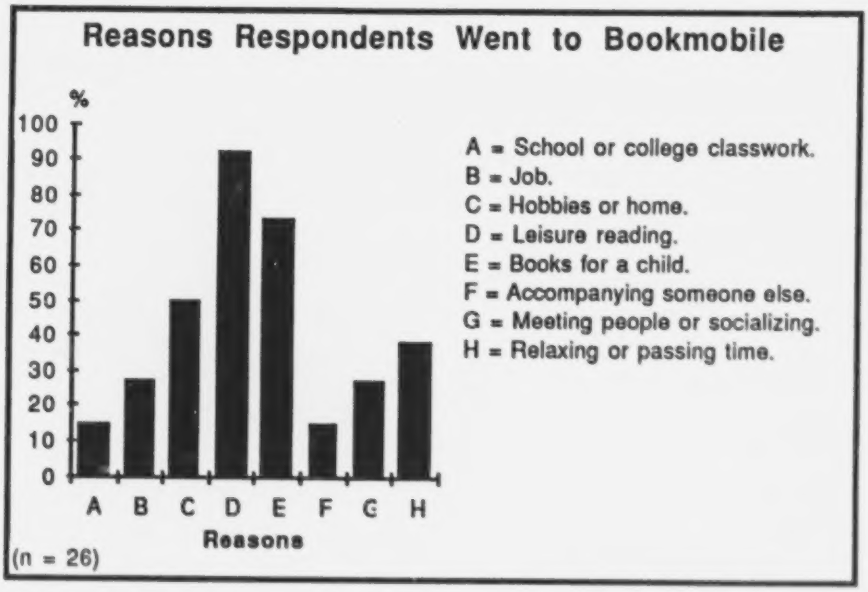
6. HOW FAR RESPONDENT LIVES FROM BENICIA PUBLIC LIBRARY:

- *12% 0 to 1 miles
- *25% 1 to 2 miles
- *29% 2 to 3 miles
- *16% 3 to 4 miles
- * 8% 4 to 5 miles
- * 8% over 5 miles

7. HOW RESPONDENT USUALLY TRAVELS TO BENICIA PUBLIC LIBRARY:

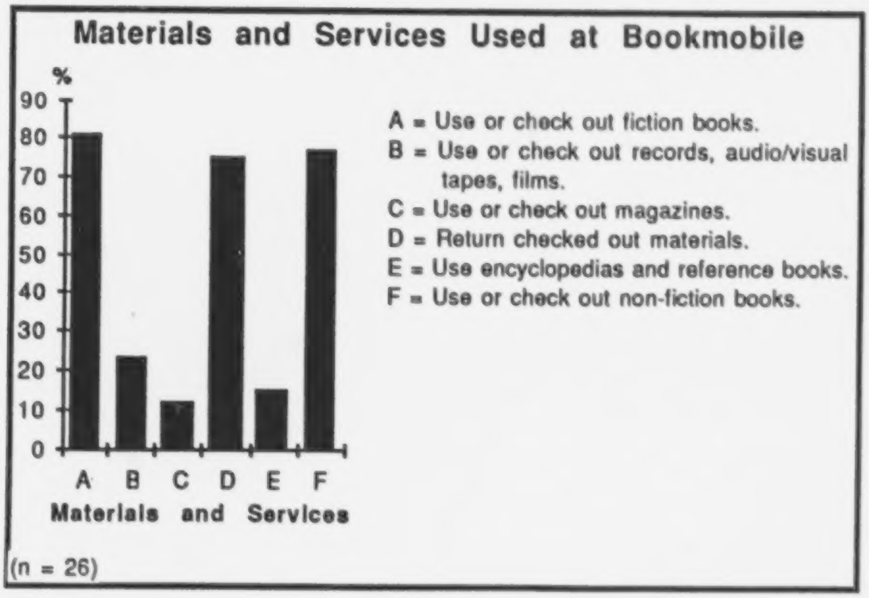
- *88% personal auto
- *29% bicycle
- * 4% on foot

8. DESCRIPTION OF THE REASONS RESPONDENTS HAD FOR GOING TO THE BOOKMOBILE:



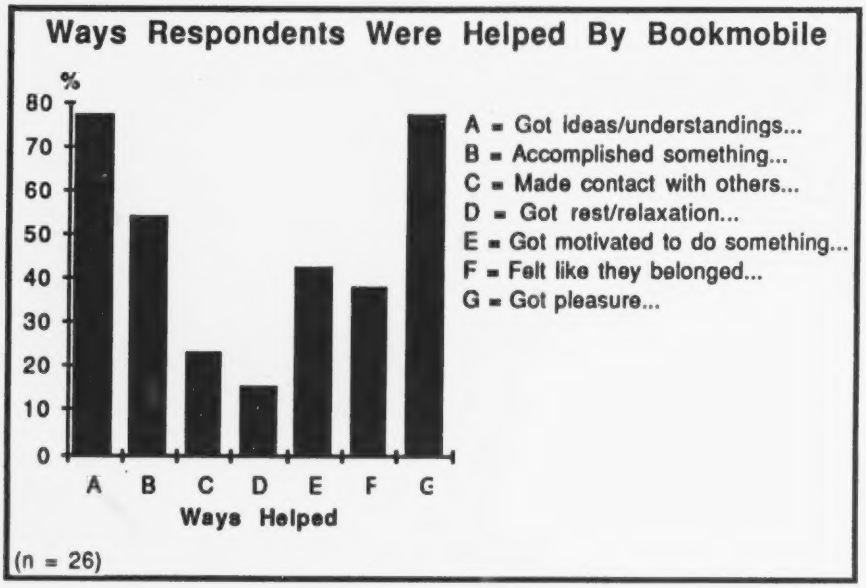
Unit of Analysis: The 26 respondents who completed the close-ended questionnaire.

9. DESCRIPTION OF THE KINDS OF MATERIALS OR SERVICES THE RESPONDENT GOT AT THE BOOKMOBILE:



Unit of Analysis: The 26 respondents who completed the close-ended questionnaire.

10. DESCRIPTION OF THE WAYS RESPONDENTS WERE HELPED BY THE BOOKMOBILE:



Unit of Analysis: The 26 respondents who completed the close-ended questionnaire.

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

The following patterns were drawn from both the brief, close-ended questions, and the in-depth interview results.

Routine use

* Bookmobile use is automatic, part of the weekly schedule, not really a conscious decision.

* Most respondents use the bookmobile to check out materials for leisure reading.

* Most respondents give staff requests for specific titles or authors.

* Most respondents receive some requested material at each visit and look forward to doing so.

* Availability of new books draws respondents.

* Respondents rarely use the bookmobile for reference services.

* Respondents liked the reader's advisory.

Travel

* Most respondents use the bookmobile frequently and live quite nearby the stops.

* Most respondents travel by car and use the Benicia Public Library as well.

* The use of the Benicia Public Library shows less of a pattern between frequency of use and distance from the libary.

Social aspect

* Respondents value the social contact and interchange of book information with other patrons at the stops.

* Respondents appreciated the friendliness of the staff.

* Respondents like the personalized service of the bookmobile.

Convenience

* Respondents like the convenience of parking and knowing the schedule.

* Some respondents like being pampered by the availability of a bookmobile twice a month.

* Respondents perceive the collection as not overwhelming; manageable to browse through.

Other

* The predominant user is a well-educated, middle-aged, white/anglo female with a high income and one child.

SPECIAL CASES IDENTIFIED BY LIBRARIANS FROM DATA:

* Respondent who likes not to have to remember due date.

* Respondent who cannot even get into the bookmobile because of health reasons.

* Respondent who liked the fact that her kids could go alone to the local stop.

IDEAS FOR SYSTEM CHANGE:

Reader's advisory

* Train staff for the reader's advisory.

* Maintain a reader's advisory for individual patrons.

* Keep a file of how people have been helped by particular books.

* Post a new book comment sheet by the new book shelves that patrons could fill out anonymously to share ideas about books with other patrons.

Publicity

* Need to make sure our hours and services are publicized.

* Advertise at the Peddlar's Fair that we can order books and have a reference question researching source.

* Advertise our services.

* Make sure the public knows they pay $15,000 for the bookmobile service.

* Have a sale of plastic book bags by Friends of the Library.

Collection

* Use a rental program to increase the availabilty of new books.

* Provide a better and bigger collection.

* Develop the Benicia Public Library reference collection and present the bookmobile service as specifically geared to leisure reading.

Service

* Have a trained reference person on duty in the evening during the school year.

* Have a full service library in Southhampton where the new families are and keep the G St. building for a branch where the old time Benicians can come ans still have the cozy, at-home kind of feeling.

* Make physical changes to accomodate handicapped patrons.

* Have a drinking fountain.

* Have a computerized check-out system.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* Clarified the nature of the use of the bookmobile for materials and personalized service.

* Gave us many ideas for the Benicia Public Library program.

* The individual staff evaluations and group meeting were very helpful:

    - to initiate discussion about the bookmobile

    - to help us review our own library program and compare it to another type of service

    - to give us a clear direction for the future to implement another survey on the Benicia Public Library program.

* Helped us plan our long-range services to these patrons.

* Let us develop a framework for discussion of public service, what people want, how the bookmobile provides service, why people use libraries, the helps they get from the services, and the helps they would like to get in the future.

* We are now comfortable with all the assessment techniques and appreciate the information they can give us.

CONTRA COSTA COUNTY LIBRARY

MODULE #2
ACCOUNTABILITY ASSESSMENT
BRIEF OPEN ENDED QUESTIONS

MODULE #8
INFORMATION NEEDS ASSESSMENT
BRIEF OPEN ENDED QUESTIONS

TEST SITE:

Contra Costa County Library - Young Adult Services. Data compiled by Stella Tjogas.

PURPOSE:

To assess the information needs of the young adult population of Contra Costa County.

SAMPLING PROCEDURES:

The target population was young adults, grades 7 through 12 attending public or private schools located in the Contra Costa County Library service area. A sample size of 200 was targeted.

1. The first step was to list alphabetically all known public and private schools in the service area which serve 7th through 12th grade students.

2. The second step was to use1983 enrollment figures for all these schools to assign slot numbers to include small, medium and large schools. For example, Acalanes High, enrollment 1378, was assigned 1 through 1378; Alhambra High, enrollment 975, was assigned slots 1379 through 2353, etc.

3. The third step was to use a random numbers table to select 200 five digit numbers. Each random number became a slot number which indicated which school's student to use for an interview. For example, 01068 was one random number, so one interview was to be done at

Acalanes High whose slot numbers covered from1 to 1378. In all, 62 schools were selected to be asked to participate.

4. The fourth step was to send explanatory letters about the study to each school district office and to the principal of each selected school asking that Young Adult Librarians be allowed to visit English classes to ask for volunteers. School personnel were encouraged to call the Coordinator of Young Adult Services if there were any questions or problems. 56 schools agreed to participate.

5. The fifth step was to use dice to determine which grade (7 through12) would be interviewed at each school.

6. The sixth step was to have Young Adult Librarians visit English classes in these pre-determined schools at any time scheduling allowed. During the English class visit, librarians explained the purpose of the survey, asked for volunteers, and passed out cards for volunteers to fill out (asking name, address, phone, name of school, grade, sex, and most convenient time for interview.

7. The seventh step was to select respondents from among the volunteers. All volunteers within a school were arranged alphabetically, and selection was done using a random number table. In a few instances, the number of volunteers was small enough that all those who volunteered participated. 41 schools participated in this manner. Altogether 626 young adults volunteered to participate.

8. The largest school district in the county declined to allow librarians access to English classrooms. Schools in this district were selected using a random numbers table. Librarians visited the campuses of these schools and distributed self-addressed, self-stamped postcards to students. Because only 27 students from this school district returned postcards, no random selection was done. Anyone who returned a postcard was telephoned, regardless of age or grade. These 27 from15 schools participating in this manner are included in the 626 total.

9. The ninth step was to contact randomly selected individuals from the total list of 626 volunteers. Each volunteer selected to participate was telephoned three times, on three separate days. If no response was obtained after three tries, an alternate volunteer was contacted. Librarians called the volunteers, identified themselves, reminded the students about the survey, and asked them if they were still willing to be interviewed. In almost all cases students were interviewed on the spot. In a few instances, students asked the librarians to call back later when it would be more convenient. Librarians agreed to do so.

10. A total of 135 interviews were obtained via these procedures. Of these 18 were inadvertently misplaced. The final sample n = 117.

OTHER METHODS:

Interviewers

Seventeen libraries and approximately 20 librarians were involved in either visiting the schools or interviewing students. In most cases, the librarian who visited the school also did the telephone interviewing. Exceptions were made based upon staffing and work load. 20 people did the interviewing.

Instructions

Librarians were instructed to write down as much of an interview as they could and in the exact words used by the respondent if possible.

Fielding dates

The first letter to school personnel went out on January 16. School visits did not begin until late March, with the bulk of the school visits performed in April and early May. Interviewing occurred shortly after the school visit, beginning in some branches in early April.

SAMPLING RESULTS:

The following demographic statistics describe the sample of 117:

1. FREQUENCY OF CONTACT WITH LIBRARY:
   - *19% used the library in the last week.
   - *33% in the last 2 to 3 weeks

*23% in the last 1 to 3 months
*14% in the last 3 to 5 months
*12% more than 6 months ago

2. NUMBER OF PERSONS LIVING IN HOUSEHOLD UNDER18 YEARS OF AGE:
* 3% of households had no one under 18 years of age
*29% had 1 person under 18
*36% had 2 persons under 18
*18% had 3 persons under 18
*15% had 4 to 7 persons under 18

3. NUMBER OF PERSONS LIVING IN THE HOUSEHOLD
* 3% had 2 persons living in their household
*18% had 3 persons
*35% had 4 persons
*24% had 5 persons
*21% had 6 to 10 persons

4. RESPONDENT'S GRADE LEVEL:
*48% were 7th and 8th graders
*11% were 9th and 10th graders
*41% were 11th and 12th graders

5. RESPONDENT'S AGE
* 8% were 12 years old
*28% were 13
*14% were 14
* 8% were 15
* 9% were 16
*20% were 17
*12% were 18

6. RESPONDENT'S ETHNIC/RACIAL BACKGROUND
*68% were Caucasian/Anglo
*15% were Asian
* 8% were Hispanic
* 3% were Black
* 2% were American Indian
* 3% other/no response

7. RESPONDENTS GENDER:
*49% Female

*48% Male
* 3% No response

FOCAL SITUATION:

1. Respondents were asked to "...tell what happened in the most recent situation you faced in which you needed or wanted an answer to some question, information about something, or otherwise wanted or needed to clear something up or find something out." (Module #8)

2. If respondents had used a library to seek an answer they were asked "...as you look back over that contact with the library, did you recall anything happening that was particularly helpful?" (Module #2)

QUESTIONNAIRE:

A modified combination of Modules #2 and #8 was used for this survey.

Modification of #8 and lead-in to #2

1. In addition to the words blocked or stopped, this study used "hindered."

2. If respondents said they received a partial or complete answer from a library, the interviewer asked the questions for Module #2. If not, the interviewer moved on to demographic questions.

3. The additional demographic question asked was:
   (a) In what year are you at school (i.e. grade)?

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHAT WAS INFORMATION NEED SITUATION: *I had to do a report about a poet and had no idea who he was.*

2. BLOCKING EVENTS:

EVENT #1

2a. WHAT BLOCKED: *Finding out the style ofhis writing and analyzing it. His writing was complex, formal, and unique.*

2b. HOW BLOCKED: *It was a complex start.*

3. QUESTIONS IN THIS SITUATION:

QUESTION #1
3a. QUESTION: *I wanted to find out his biography (Carl Sandburg), the point of view from which he wrote, and analyze his style.*
3b. COMPLETENESS OF ANSWER: *complete*
3c. HOW HOPED WOULD HELP: *I was able to do this report.*
3d. HOW GOT ANSWER: *The answers came through the librarian and my teacher. The books helped, too.*

4. HELPING EVENTS IN LIBRARY:

EVENT #1:
4a. WHAT HELPED: *The librarian helped me, and the books in the reference area.*
4b. HOW MUCH HELPED: *Quite a bit.*

5. BLOCKING EVENTS:

EVENT #1:
5a. WHAT BLOCKED: *I didn't know much about the library.*
5b. HOW BLOCKED: *I didn't know where to start or where to look.*
5c. HOW MUCH BLOCKED: *Quite a bit.*

6. QUESTIONS DURING VISIT:

QUESTION #1:
6a. QUESTION: *I wanted to find out his biography (Carl Sandburg), the point of view from which he wrote, and analyze his style.*
6b. COMPLETENESS OF QUESTION: *Complete*
6c. HOW GOT ANSWER: *From the teacher and the library books.*
6d. HOW HELPED: *It helped me on the oral report.*
6e. HOW HOPED WOULD HELP: *I hoped it would work out just like it did, I got an "A."*

LIBRARIAN'S CHOICE INTERVIEW:

1. WHAT WAS INFORMATION NEED SITUATION: *The administration of my shcool has instituted some new rules that I feel are too strict. One rule is that a student must bring a note from a parent when he/she is going to have to get out of school to visit a doctor. They also have to bring the name and phone number of the doctor.*

2. QUESTIONS IN THIS SITUATION:

QUESTION #1

2a. QUESTION: *I felt the school's rule was an invasion of privacy and I wanted to know what the law was on this. I wanted to know what was the purpose of what the administration did. I wanted to know if they were doing it to insure that they were getting the state money for each student being there.*

2b. COMPLETENESS OF ANSWER: *partial*

2c. WHAT PREVENTED COMPLETENESS: *The reference I used did not cover every situation*

2d. HOW ANSWER HELPED: *I got some information on my rights but not enough on invasion of privacy.*

2e. HOW HOPED WOULD HELP: *I was hoping to find that I had the right not to tell the school who my doctor was.*

2f. HOW GOT ANSWER: *I went to my school library.*

4. HELPING EVENTS AT LIBRARY:

EVENT #:

4a. WHAT HELPED: *The librarian was helpful.*

4b. HOW HELPED: *She gave me the right book.*

4c. HOW MUCH HELPED: *Quite a bit.*

5. BLOCKING EVENTS:

EVENT #1:

5a. WHAT BLOCKED: *I was a little afraid to start the project and buck the administration*

5b. HOW MUCH BLOCKED: *A little bit.*

6. QUESTIONS DURING VISIT:

QUESTION #1:

6a. QUESTION: *I wanted to find a code book with the laws. I wanted to know if there was a law protecting student's privacy.*

6b. COMPLETENESS OF QUESTION: *partial*

6c. HOW GOT ANSWER: *The librarian found the code book for me.*

6d. HOW HELPED: *It gave me some information on the rights of students.*

6e. WHAT PREVENTED COMLETENESS: *The codebook did not cover every situation.*

6f. HOW HOPED WOULD HELP: *I hoped I could get the school administration to change its rules. Since I am graduating I cannot continue my drive to change the rule, but I will pass the information on to other students.*

A SENSE-MAKING INTERVIEW:

1. WHAT WAS INFORMATION NEED SITUATION: *I wanted information on the Maya Indians for extra credit, so I went to the library. I wanted to prepare a bibliography.*

2. BLOCKING EVENTS:

EVENT #1

2a. WHAT BLOCKED: *Although many books were listed on the subject in adult section catalog, nothing was on the shelf. Everyone had checked out the available books. I was able to find one large book on the subject, but it didn't contain the specific information I wanted.*

2b. HOW BLOCKED: *This hindered me because I had gone to the library and due to transportation problems, I would not go to another library for the informtion.*

3. QUESTIONS IN THIS SITUATION:

QUESTION #1

3a. QUESTION: *I specifically wanted information on the Cenote Wells and the Maya human sacrificial rites.*

3b. COMPLETENESS OF ANSWER: *No answer.*

3c. WHAT PREVENTED ANSWER: *All the books on the subject were checked out.*

3d. HOW ANSWER HELPED: *It helped me write my research paper.*

4. HELPFUL EVENTS IN LIBRARY:

EVENT #1:

5a. WHAT HELPED: *The card catalog.*

5b. HOW HELPED: *I looked under subject catalog in Adult section under Mayan. Also, the shelves were clearly marked as to where the 800 -900's and the section was easy to find.*

5c. HOW MUCH HELPED: *Quite a bit.*

5. BLOCKING EVENTS:

EVENT #1:

5a. WHAT BLOCKED: *Besides there not being a suitable book on the subject, the library was busy.*

5b. HOW BLOCKED:*I could not ask for help in finding the information.*

6. QUESTIONS DURING VISIT:

QUESTION #1:

6a. QUESTION: *I did wonder if there was information available on easier level.*

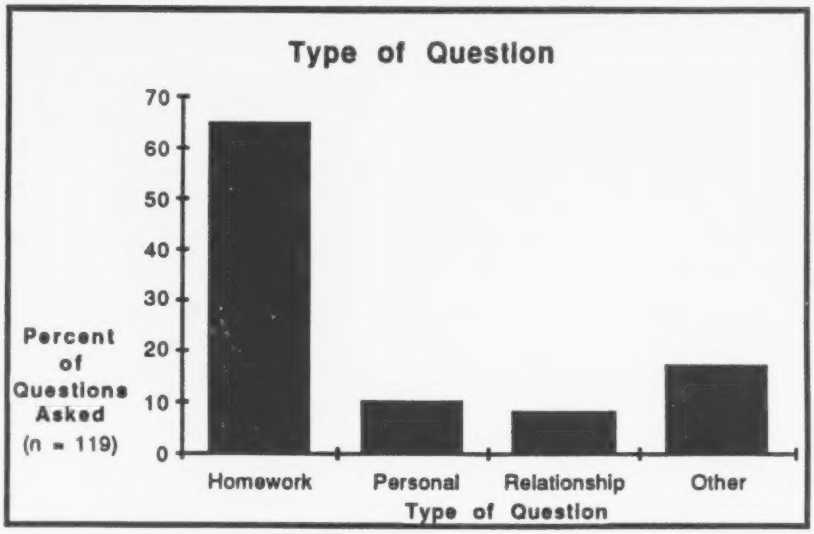
6b. COMPLETENESS OF QUESTION: *No answer*

6c. WHAT PREVENTED ANSWER: *I was unable to ask anyone, even my brother who works there.*

6d. HOW HOPED WOULD HELP: *I hoped that if I could find an easier book than that which was available, I could locate the information I was looking for.*

RESULTS:

1. DESCRIPTION OF FOCUS OF QUESTIONS ASKED IN RECENT INFORMATION NEED SITUATIONS



Unit of analysis: The 117 respondents asked 119 different questions. Questions is the unit of analysis here.

Definition of categories:

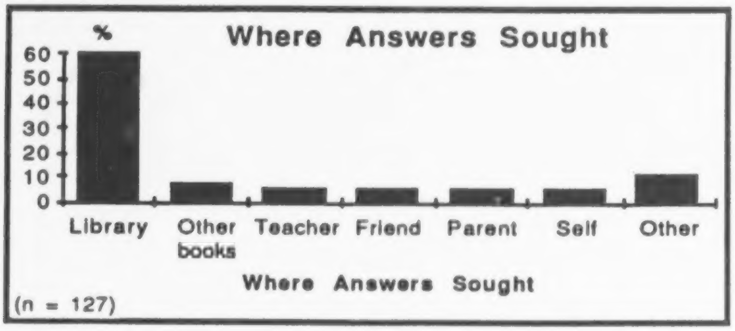
* Homework: includes any response indicating questions about a school assignment.

* Personal Knowledge: includes responses indicating personal desire to know more about a subject.

* Relationship Questions or Problems: includes questions about getting along with or solving problems in a personal relationship with parents, boy/girl friend, sister, or friend.

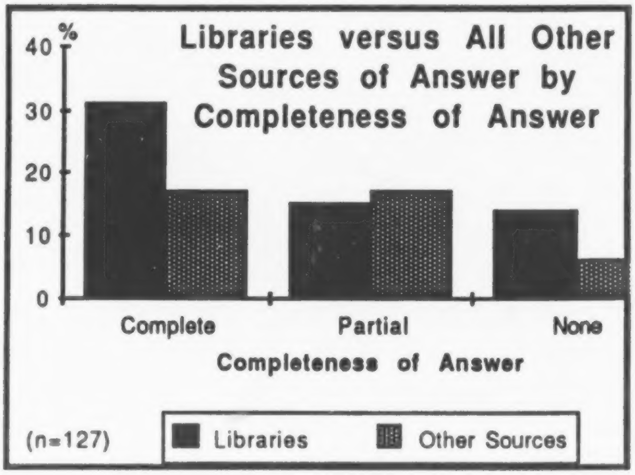
* Others: includes questions about how to answer a bet, how to enter a contest, how to participate in a club, how to answer a problem originating at work, school problems other than homework, getting new skills, overdue books, tutoring information needs, and settling an account.

2. DESCRIPTION OF WHERE RESPONDENTS SOUGHT ANSWERS TO THEIR INFORMATION NEEDS:



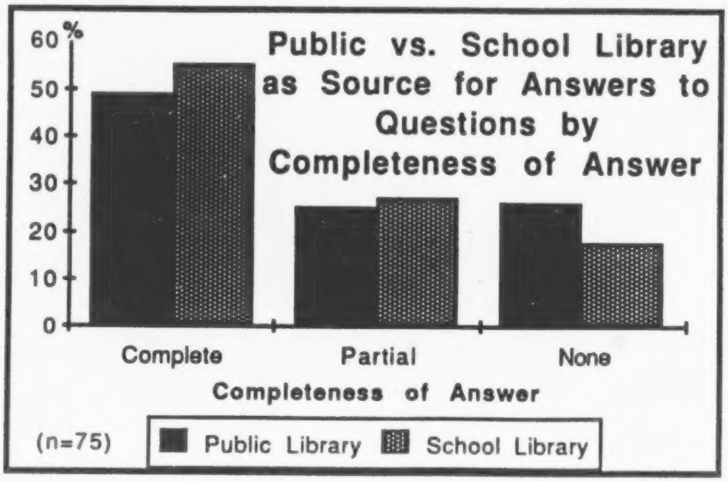
Unit of analysis: The 117 respondents used 127 different sources in attempting to get answers to their 119 different questions. Of these 127 different sources, 76 were libraries -- 53 public library contacts and 22 school library contacts.

3. THE RELATIONSHIP BETWEEN USE OF A LIBRARY VERSUS ALL OTHER SOURCES FOR ANSWERS TO QUESTIONS AND COMPLETENESS OF ANSWER:



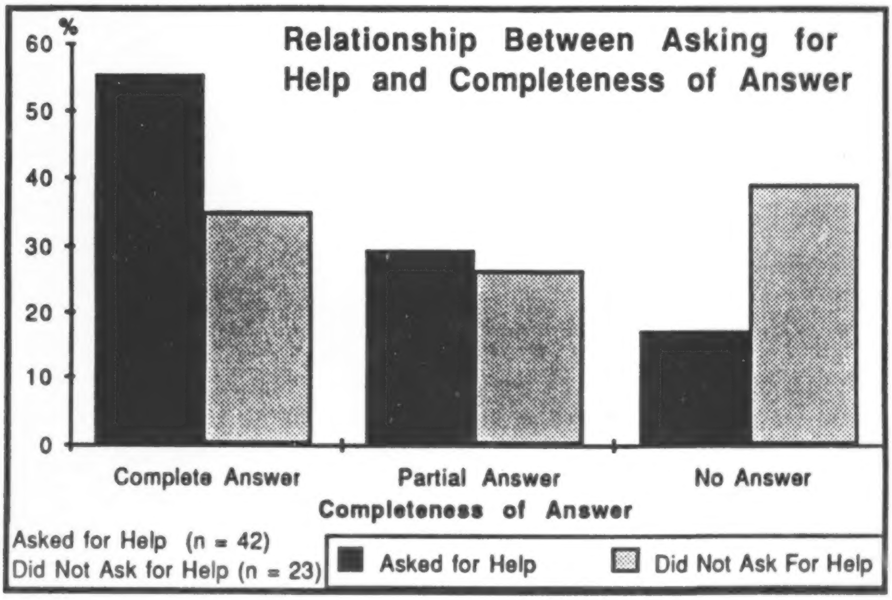
Unit of Analysis: The 117 respondents used 127 different sources in attempting to get answers to their 119 different questions. Of these 127 sources, 76 were libraries and 51 were other sources.

4. THE RELATIONSHIP BETWEEN USE OF PUBLIC VERSUS SCHOOL LIBRARY AS A SOURCE FOR ANSWERS TO QUESTIONS AND COMPLETENESS OF ANSWER:



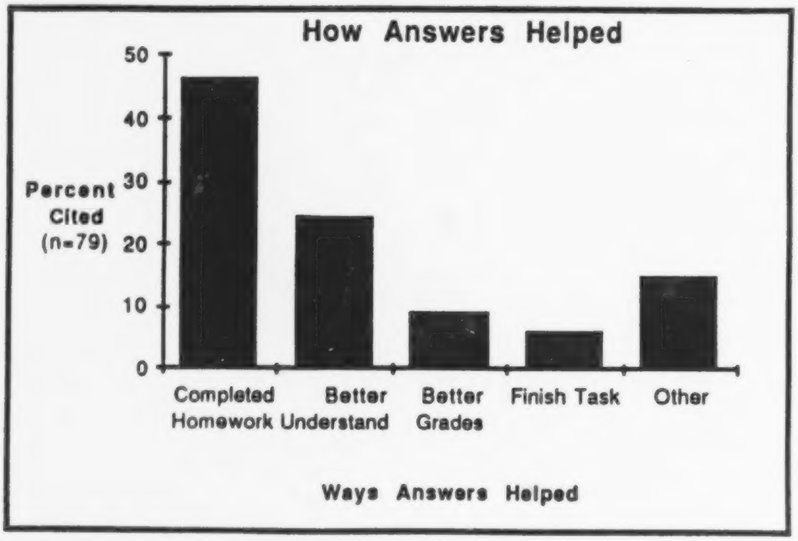
Unit of Analysis: The 117 respondents used a library 75 times to try to get answers to their questions. Of the libraries used as sources for answers, 53 were public libraries and 22 were school libraries.

5. DESCRIPTION OF THE RELATIONSHIP BETWEEN ASKING FOR HELP VERSUS NOT ASKING FOR HELP OF A LIBRARIAN AND COMPLETENESS OF ANSWER RECEIVED:



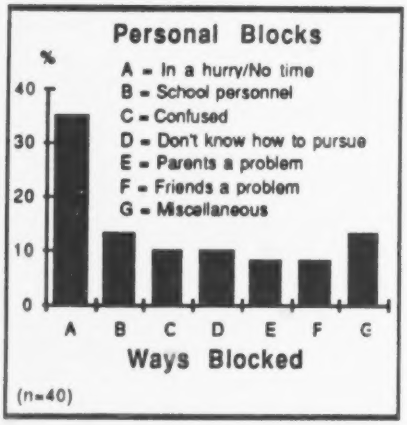
Unit of Analysis: Of the 117 respondents, 65 went to a library to look for answers to their questions. Of the 65 respondents who went to a library to find an answer, 42 reported asking a librarian for help, and 23 reported not asking a librarian for help.

6. DESCRIPTION OF THE WAY IN WHICH ANSWERS TO THEIR INFORMATION NEEDS HELPED RESPONDENTS:



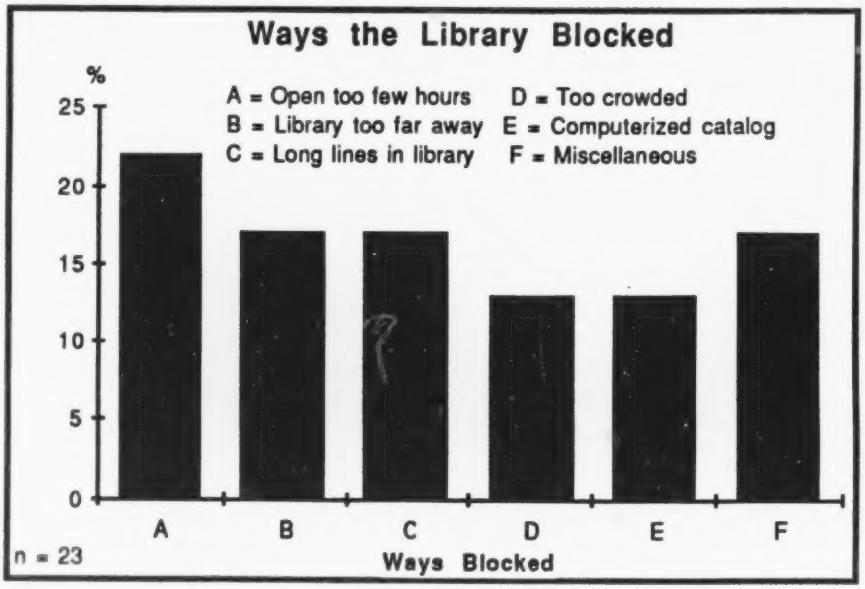
Unit of Analysis: Of the 117 respondents, 79 mentioned ways in which the answers to their questions had helped them. The unit of analysis here is ways answers helped.

7. DESCRIPTION OF THE WAY IN WHICH SOMETHING IN THEIR PERSONAL SITUATION BLOCKED RESPONDENTS FROM GETTING AN ANSWER TO THEIR INFORMATION NEEDS:



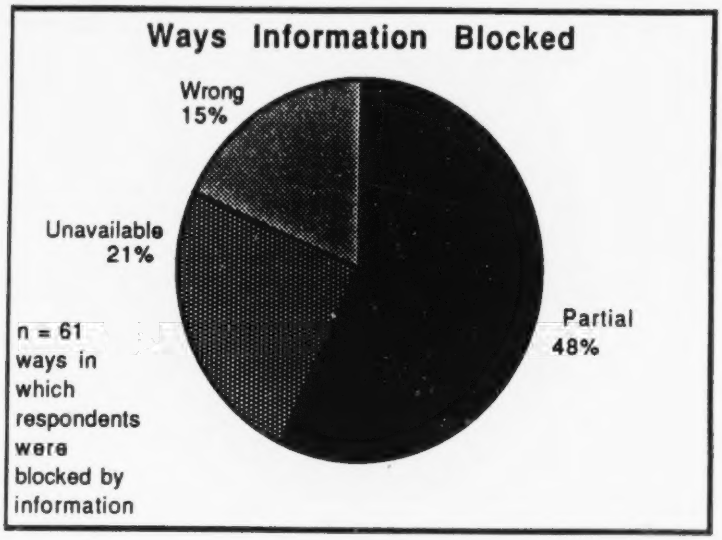
Unit of Analysis: Of the 117 respondents, 40 reported being blocked in getting an answer by something in their personal situation. The unit of analysis here is ways the personal situation blocked.

8. DESCRIPTION OF THE WAY IN WHICH SOMETHING IN THE LIBRARY BLOCKED RESPONDENTS FROM GETTING AN ANSWER TO THEIR INFORMATION NEED:



Unit of Analysis: Of the 117 respondents, 23 reported being blocked in getting an answer by something in the library. The unit of analysis here is ways the library blocked.

9. DESCRIPTION OF THE WAY IN WHICH INFORMATION BLOCKED RESPONDENTS FROM GETTING AN ANSWER TO THEIR QUESTION:



Unit of Analysis: Of the 117 respondents, 61 reported being blocked in getting an answer by information they received. The unit of analysis here is ways information blocked.

10. DESCRIPTION OF PUBLIC LIBRARY MATERIALS USED TO ANSWER QUESTIONS:

Respondents reported using library material in 53 instances to answer their questions. Of materials respondents used:
*40% were books
*17% were magazines
*13% were encyclopedias
*28% were newspapers, the pamphlet file, reference material, indexes and the quick subject guide.

11. DESCRIPTION OF HELPFUL SOURCES AT LIBRARY:

Respondents reported 49 helpful sources while they were looking for answers at the library. Of the helpful sources:
*61% were librarians or other staff members
*39% were all other sources combined including parents, reference materials, previous experience in library, etc.

12. DESCRIPTION OF WHETHER OR NOT THE SITUATION IS STILL IN PROCESS:

The 117 respondents reported as follows:
*29% Yes
*69% No
* 2% No response

13. DESCRIPTION OF HOW LONG AGO THE LIBRARY CONTACT WAS:

The 117 respondents reported 76 library contacts in their situations. These contacts were reported as occurring in the following way:
*18% Within the last week
*33% 2 -3 weeks ago
*23% 1 - 3 months ago
* 8% 3 - 5 months ago
* 3% 6 months to a year ago
* 3% 1 - 2 years ago
* 1% More than 2 years ago

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

Information needs

* Most information needs reported by respondents were school assignments.

* The second most reported information need respondents had was for help in dealing with relationships.

* Some information need questions were related to helping with or needing a job.

Student perception of librarians

* In most cases, librarians were noted as a source of great help.

Information seeking behavior

* If seeking school assignment help, no mention of any other use for the library.

* Respondents relied on people as their first source of information, citing librarians, teachers, parents, etc.

* Respondents seemed especially willing to ask for help from adults they knew or had seen before (eg. parents, librarians that they knew from school or class visits, etc.)

* Some respondents tried to get information without asking for help or at least noted a desire to be able to find material independently.

* Respondents' sense of time was not good (eg. allowing only a few minutes to research a paper; surprise that library not open late at night, etc.)

* No respondent reported using the telephone reference service.

Problems with library use
* Respondents were frustrated by missing materials, long lines, and the need to photocopy or wait for materials.

* Respondents expressed much confusion about how to use the catalog.

* Some respondents felt the hours the library was open were inadequate.

* Some respondents felt the library was too busy or too noisy.

Getting to library
* Transportation was a real problem for many respondents, while others seemed able to get to any library necessary.

* Who used the library seemed dependent on how close they were geographically to the library.

SPECIAL CASES IDENTIFIED BY LIBRARIANS FROM DATA

* A question about the Chamber of Commerce which should have been easily answered was not. Even so, the respondent kept looking until she got an answer, even if it was by doing it the hard way.

* Some respondents were concerned with privacy of students and school regulations. Interesting to know that young adults

think about these issues and are willing to find out their rights and pursue issues.

* A respondent who had a desire to find out about AIDS for own information even before being asked to write about it for an assignment.

* The perception of a school librarian as having lots of time to help students because all this person had to do was shelve books.

* Questions dealing with lack of magazines, disorder of magazines, or having to wait for materials or equipment as a source of frustration for respondents.

* Questions dealing with relationships, one on going to the prom and several on fights with best friends.

* A respondent who was afraid she was pregnant and went to the library to read up on symptoms of pregnancy.

* The respondent who was given incorrect information on a U.N. delegate when researching for a merit badge.

IDEAS FOR SYSTEM CHANGE

Modifications in administration

* Need to check the currency and accuracy of reference sources in school libraries.

* Look seriously at policies that seem to be a special problem for young adults, such as the library policy for obtaining cards and the magazine check-out policy.

* Utilize benefactors money to support young adult services.

* Arrange for the library to be open more and later hours.

Staffing

* Extra staff present near microcat (catalog) after school during "rush" time to help young adults understand it.

* Extra staff to direct young adults so they don't waste time or become frustrated unnecessarily.

* Extra staff so more time can be spent with young adults.

* The staff needs to be more accessible to young adults by getting out from behind the reference desk.

Service to schools
* Public librarians could visit schools more frequently.

* Public librarians could do orientation visits at schools.

* Make librarians' presence more apparent at schools so young adults will feel they are approachable when they need help.

Library promotion
* Do a better job of promoting the library.

* Get free Public Service Announcement radio spots.

* Place ads for the library in the school newspapers

* Have a librarian get interviewed in the school newspaper.

* Write a bright and attractive brochure to prepare young adults to use the library.

Resources needed
* Make books on the subject of interpersonal relationships more readily accessible.

* Have more microcats (catalogs), record bins, microfilm readers accessible.

* Have more magazines, books, reference materials available.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS

* Realization that young adults do come to the library for answers to important personal problems and questions.

* Realization of the extreme variation in the level of sophistication of young adults.

* The wide variation in level of information needed reminds to provide a wide range of materials.

* Reminded of the importance of the pamphlet file and magazines.

* Indicate a need to look at policies to see if they can be adapted to better serve young adults. The project's findings seem to conclude we are not meeting these needs very well.

* Opportunity to go out to the schools, meet teachers, visit classrooms, see young adults in their environment, and renew ties to local schools.

* Several librarians received requests from teachers for other library services to the schools, such as booktalking or library tours.

* Helped focus on the needs of young adults with their special concerns, problems, and feelings.

* Were reminded that teenagers do not always have the same feelings, abilities to seek help, or fearlessness of authority of adults.

* Reminded of the need to be more sensitive to young adults.

* Enjoyed the chance to talk with young adults at some other level than the usual "librarian-patron."

* Realization that there is a tremendous volume of school assignment information needs which caused a re-evaluation of book buying practices.

* Learned about time management.

COVINA PUBLIC LIBRARY

MODULE #11

INFORMATION NEEDS ASSESSMENT ANALYSIS OF COMMUNITY NEWSPAPER

TEST SITE:

Covina Public Library. Study coordinated by Rita G. Jones, assisted by Emily Popovick and Edna Degraffenreid.

PURPOSE:

To assess the information needs of the community of Covina through articles in applicable newspapers.

SAMPLING PROCEDURES:

The sampling method used was established to gather as large a sample as would be practicable from all newspapers providing local news. These are:

* San Gabriel Valley Tribune, a daily paper
* The Highlander, a weekly free paper
* Los Angeles Times, the San Gabriel section in Thursday and Sunday editions, as well as advertisers and supplements.

To increase the size of the sample, articles were clipped every day for a three month period (February to April, 1986). The reason for gathering a large sampling was to be able to group articles into several categories reflecting similar needs.

Whenever an article mentioned Covina, or a person or agency in Covina, the article was clipped from the paper and photocopied, and then put aside for later analysis. Those articles which had identifiable needs were separated from those that did not at the time of filling out the "Need Issues Content Analysis Form" in Module #11.

Because the Covina Centennial celebration of the founding of the city happened to fall during the three month period of the survey, dozens of articles and supplements were included in the papers. Since these were judged not to be representative of the usual news coverage for Covina, they were excluded from the sample.

This study also omitted two other groups of articles: most local sports news, and wedding and engagement notices. The first was omitted because such articles were time consuming to analyze yet produced minimal data. The second was omitted since they did not seem to involve a need issue. The only sports articles that were included were those with some relationship to information needs.

Several articles were about scholarships and service awards. If the article simply announced an award it was not included though a need could be implied. However, if more detail was offered, such as specific comments about the value of the contribution for which the recipient was being honored, then it was assumed that there was sufficient indirect evidence of a need issue, and the article was included.

These procedures produced 122 articles which in turn yielded a sample of 423 need issues for analysis.

OTHER METHODS:

Analyzer

The analyses were done by one reference librarian and one technical services librarian.

Analysis

After the forms were completed and a list of need-issue categories was determined, each article was reviewed and noted with the pertinent categories. If one article related to more than one issue category, a notation of each need-issue was made. The number of needs per article ranged from one to nine.

QUESTIONNAIRE:

Module #11. For the purpose of categorizing the data, this study borrows the categorization list from Module #9. Some items were expanded and a few new ones were added, for a total of twenty-two. The categories are:

* Learning something new
* Job-related concerns

* Recreation and leisure concerns
* Government concerns, services, and issues
* Concerns about caring for children
* Neighborhood and community concerns
* Housing concerns
* Travel, transportation, and traffic concerns
* Concerns about shopping or buying things
* Concerns about personal money management
* Concerns about relationships with family or friends
* School-related concerns
* Mental or physical health matters
* Concerns related to discrimination or race relations
* Legal matters
* Safety or crime concerns
* Concerns about current events or news coverage
* Religious concerns
* Cultural concerns
* Concerns about environment, ecology, and animal protection
* Community volunteers and service organizations
* Economic and private business concerns

THREE SAMPLE ANALYSES:

TYPICAL ANALYSIS:

1. HEADLINE OF STORY: *Fire Department Merger Possible*

2. IDENTIFICATION OF ACTOR: *Robert Low, Councilman; Charles Colver, Mayor.*

3. STATEMENT OF NEED ISSUE: *Need for reassurance that the sevice will be maintained at present level or be improved by the merger.*

4. ACTOR'S POSITION ON NEED ISSUE: *Colver in favor of the merger, Low opposed.*

5. SITUATION LEADING TO NEED ISSUE: *Council members to vote on the merger plan within a week.*

6. QUESTION RELATING TO NEED ISSUE: *Low: Will paramedic service meet current quality; will the level of all the*

departments service be maintained? Colver: Will Low quit grandstanding?

7. USES OF ANSWERS: *To decide how to vote.*

LIBRARIAN'S CHOICE ANALYSIS:

1. HEADLINE OF STORY: *Leone Lone Female in Council Race*.

2. IDENTIFICATION OF ACTOR: *Retired business woman Nathalie Leone, city council candidate.*

3. STATEMENT OF NEED ISSUE: *She desires to contribute to the growth and stability of Covina.*

4. ACTOR'S POSITION ON NEED ISSUE: *Feels her involvement in civic organization, long time residency, and views on the issues qualify here to represent the community.*

5. SITUATION LEADING TO NEED ISSUE: *Awareness of local issues and desire to contribute.*

6. QUESTION RELATING TO NEED ISSUE: *Will she garner the needed votes In what ways could she affect council decisions?*

7. USES OF ANSWERS: *Support for her view on specific issues.*

SENSE-MAKING ANALYSIS:

1. HEADLINE OF STORY: *Opinions: Surely Someone's on Pro-Choice Side.*

2. IDENTIFICATION OF ACTOR: *Doe Murphy - Covina*

3. STATEMENT OF NEED ISSUE: *For the Tribune to print a rebuttal to a previous contribution opposing the pro-choice argument.*

4. ACTOR'S POSITION ON NEED ISSUE: *Pro-choice.*

5. SITUATION LEADING TO NEED ISSUE: *Has yet to see a rebuttal so assumes that the Tribune is not on the pro-choice side of the issue.*

6. QUESTION RELATING TO NEED ISSUE: *Aren't readers entitled to read contrary opinions.*

7. USES OF ANSWERS: *Would like it demonstrated that the Tribune is not biased on this issue. Would like the contrary opinion presented to readers.*

RESULTS:

1. DESCRIPTION OF NEED ISSUES IN NEWSPAPER ARTICLES ABOUT COVINA:

COVINA NEED ISSUES, FEBRUARY - APRIL 1986

NEED ISSUE CATEGORY	TIMES NOTED
* Government concerns, services, and issues	97
* Safety or crime concerns	42
* Mental or physical health matters	39
* Neighborhood and community concerns	35
* Economic and private business concerns	30
* Legal matters	26
* Community volunteers and service organizations	24
* School-related concerns	22
* Concerns about caring for children	18
* Recreation and leisure concerns	15
* Concerns about current events or news coverage	13
* Concerns about environment/ecology/animal protection	12
* Learning something new	9
* Housing concerns	8
* Travel, transportation, and traffic concerns	7
* Job-related concerns	6
* Concerns about personal money management	5
* Concerns about relationships with family or friends	5
* Concerns related to discrimination or race relations	3
* Religious concerns	3
* Concerns about shopping or buying things	2
* Cultural concerns	2

PATTERNS SEEN BY LIBRARIANS IN THE DATA:

* The merger of fire departments and election of council members provoked many articles and may have pushed the highest two categories unusually high.

* Several articles were by or about the same people expressing the opinions of a select few, either in interviews or editorials.

* Editorial requirements for "newsworthy" stories may differ from what the needs of library patrons may be.

* Because the newspaper articles usually reported about ways that needs were answered, they did not provide data to analyze the unmet need-issues of the community.

IDEAS FOR SYSTEM CHANGE:

* Other possible uses of the data are:

    - to identify major subtopics in the subject areas of government concerns, community volunteers and service organizations, and compare the subtopics within each larger category

    - to study safety or crime concerns and physical health matters to see if the data was skewed because of two current events at the time (merging of the city fire departments of Covina and West Covina which instigated issues about fire safety and paramedic services)

    - to analyze the "actors" in the articles to see if they can be identified by groups with similar characteristics: age, sex, profession, personal interest in the need issue

    - to categorize reference questions at the library by need for a given period and compare their mention placement with the charted need issues of newspaper articles

* Because newspaper articles usually report about ways that needs were answered, they do not provide data to analyze the unmet need - issues of the community.

DALY CITY PUBLIC LIBRARY

MODULE #10
INFORMATION NEEDS ASSESSMENT
GROUP INTERVIEW

TEST SITE:

Daly City Public Library. Study coordinated by Linda Saltzer.

PURPOSE:

To study the members of the Filipino community.

SAMPLING PROCEDURES:

In order to get a group of Filipino community members to do an interview, the following procedures were used:

1. The first step was to decide that three groups of different ages would be best: young adults, adults, and seniors.

2. The second step was to produce a list of prospective respondents using the following resources:

   * The Filipino Directory (Northern California, 85/86) to identify individuals, businesses and non-profit organizations.

   * Contact local churches whose membership was predominantly Filipino.

   * Contact the two local high schools, one of which had a Filipino American club, the other of which has an Asian club.

   * Contact a Senior Citizen cent which has a library and serves the whole city as a clearinghouse for seniors.

   * Asked a Library Board member to talk to community members and ask them to come to a meeting at the Library to request their assistance with the project.

3. The third step was to hold meetings at the library with interested Filipino community leaders to explain the study. Three meetings were held over a three month period. At each of these meetings, at least one individual offered to ether ask for volunteers, send us a list of his or her group, or call us with the name of someone who could be of assistance. No one followed through or called to say that there was a problem.

4. The fourth step was to call and check on the status of each Filipino community leader. Each one had a legitimate reason for not doing what he or she had offered to do.

No prospective respondents had been produced using the above methods.

5. The fifth step was to reword the questionnaire in order to be able to use the pool of 30 Filipino community leaders who had been reached to produce a sample who could be interviewed.

6. The sixth step was to invite the Filipino community leaders to come to a group interview. 8 agreed to come. The 4 who completed the group interview are the sample in this study.

OTHER METHODS:

Interviewer

A well-known and respected woman from the Filipino community conducted the group interview.

Fielding

The group interview took place June 14, 1986.

FOCAL SITUATION:

Respondents were asked to recall "...a recent situation that you were involved in or know about where things did not go well for you or the community."

QUESTIONNAIRE:

Module # 10.

THREE SAMPLE INTERVIEWS:

INTERVIEW #1:

1. WHAT WAS PROBLEM SITUATION: *Recently, my organization wanted to sponsor a musical activity for youth. We were having a meeting, brainstorming about how we would go about involving more youth of our community.*

2. BLOCKING EVENTS:

EVENT #1

2a. WHAT BLOCKED: *Basically, we needed a list.*

2b. HOW BLOCKED: *I was hampered by facilities -- the names of people to reach out to.*

3. QUESTIONS IN SITUATION:

QUESTION #1

3a. QUESTION: *Who are the youth? How do we get in touch with those families? Who are those families? Would they want to be involved? How do we get the information to them most effectively?*

3b. HOW GOT ANSWER: *Many members of the organization, key people in the community volunteered.*

3c. COMPLETENESS OF ANSWER: *Partial.*

3d. HOW ANSWER HELPED: *The volunteers helped in a very limited way -- we were limited to people we knew ourselves, yet there are more families that we could have gone to or asked.*

3e. WHAT PREVENTED COMPLETE ANSWER: *The lack of a listing. I suggested the census, but somebody said that would be a violation of privacy. One member of our group who is a teacher offered her class list, but the school district would not allow that without a long process of asking for permission.*

INTERVIEW #2:

1. WHAT WAS PROBLEM SITUATION: *The situation that came up recently when I tried to develop the political awareness of the people of the community.*

2. BLOCKING EVENTS:

EVENT #1
2a. WHAT BLOCKED: *The first thing I tried to do was find out who the citizens are and ask them whether they are registered to vote or not.*
2b. HOW BLOCKED: *I know that there is a list of voters, but that it does not include all the citizens. I didn't know which agency to approach to find out who became citizens. I also don't know if it's in the computer that you'd find out who is a Filipino.*

3. QUESTIONS IN SITUATION:

QUESTION #1
3a. QUESTION: *Where can we get a list of Filipinos who have taken the oath as a citizen?*
3b. COMPLETENESS OF ANSWER: *No answer.*
3c. WHAT PREVENTED ANSWER: *I don't know where to get the listing.*
3d. HOW HOPED ANSWER WOULD HELP: *If we could get the list, I think we can get the list of registered voters, and if I could find out who became a citizen I could cross-check with those who have registered.*

INTERVIEW #3:
1. WHAT WAS PROBLEM SITUATION: *I recall a recent situation regarding my mom. She asked me where to get medical benefits.*

2. BLOCKING EVENTS:

EVENT #1
2a. WHAT BLOCKED: *Senior citizens, a lot of them, cannot afford to get benefits, like a private insurance because they are not working anymore. My mom tried going to San Mateo County but they rejected her.*
2b. HOW BLOCKED: *I was really worried.*

3. QUESTIONS IN SITUATION:

QUESTION #1

3a. QUESTION: *What would happen if she got sick?*

3b. HOW GOT ANSWER: *She saw this ad that said she could get a free examination at Mt. Zion. She filled in the application and was called in. She got the free examination and treatments. After that she was referred to another doctor where she can get eye examinations.*

3c. COMPLETENESS OF ANSWER: *Complete.*

3d. HOW ANSWER HELPED: *I was relieved.*

PATTERNS IDENTIFIED BY LIBRARIANS IN DATA:

* All the respondents observed that the Library needed to do a better job of publicizing its materials and services. In some cases we had information that would have been more effective in obtaining information.

* The problems described did not seem unique to Filipinos. Other immigrant groups probably have the same problems.

* Reaching ethnic minorities would be more effective if there was someone whose job it was to do so.

IDEAS FOR SYSTEM CHANGE:

* Hire a staff member to work as outreach to the Filipino community.

* Use another module to do a needs assessment study of the Filipino community.

* Using the communication channels developed in the process of this study, make a number of announcements regarding our collections and services.

* Create a list of community organizations and contact people including, but not limited to, ethnic organizations.

* Send this listing to various groups and ask for their cooperation in maintaining it.

* Do informational displays on a regular basis to emphasize to people who use the library the kinds of information and assistance available to them.

HOW LIBRARIANS WERE HELPED BY DATA/PROCESS:

* The need to improve communication with the Filipino community was dramatized.

* Confirmed how little the Filipino community thinks of the Library as a resource.

* Helped to begin to develop contacts with the Filipino community.

* Confirmed the opinion that a full-time outreach position is needed.

* Got ideas for upgrading the in-house directories, particularly as they relate to organizations of various ethnic groups.

LOS ANGELES COUNTY PUBLIC LIBRARY

MODULE #4
ACCOUNTABILITY ASSESSMENT
SELF-ADMINISTERED INTERVIEW

MODULE #6
ACCOUNTABILITY ASSESSMENT
STAFF REPORT INTERVIEW

TEST SITE:

Los Angeles County Public Library, at the Afro-American Resource Center, the American Indian Resource Center, the Asian-Pacific Resource Center, and the Chicano Resource Center. Study coordinated by Julia M. Orozco.

PURPOSE:

To find out how the people using the four ethnic resource centers in the Los Angeles County Public Library use the services provided.

SAMPLING PROCEDURES:

1. The population in this study was those individuals who used the services of the ethnic centers during the five weeks of the study - May 25 through June 28, 1986. Each center director was responsible for distributing his or her own questionnaires.

2. The first sample was those individual patrons of the ethnic centers willing to complete the self-administered interview (Module #4). 179 individuals completed the questionnaire.

3. The second sample was the reports ethnic resource center librarians completed of particularly good or bad service they had delivered to this same population of users. Each ethnic resource center completed 20 staff reports, for a total of 80.

4. Because the same population of users was either sampled or described by librarians, accounts of some individual users may occur twice in the demographics and the raw data.

SAMPLING RESULTS:

Module #4

A total of 179 individuals completed the self-administered interview. However, not all of these answered all the demographic questions. The following sampling results are based on varying numbers of respondents so only approximate the actual sample composition.

1. NUMBER OF PEOPLE IN RESPONDENT'S HOUSEHOLD UNDER 18 YEARS OLD (n=171):
*44% have no persons under 18
*22% have one person
*19% have two persons
*14% have three or more persons

2. NUMBER OF PEOPLE LIVING IN RESPONDENTS HOUSEHOLD IN ALL (n=151)
*15% have one person
* 5% have two persons
*21% have three persons
*30% have four persons
*30% have five or more persons

3. NUMBER OF YEARS OF SCHOOL THE RESPONDENT HAS COMPLETED (n=172):
*13% less than high school
*18% high school
*21% some college, vocational/trade school
*26% college
*22% post-college

4. AGE OF RESPONDENT (n=171):
*12% 12 to 17 years
*19% 18 to 24 years
*30% 25 to 34 years
*26% 35 to 49 years
* 7% 50 to 64 years
* 6% 65 years or older

5. ETHNIC/RACIAL GROUP OF THE RESPONDENT (n=160):
*18% Hispanic, Mexican American, Latin

- *40% Black
- *20% Asian
- * 8% American Indian
- *14% Other

6. RESPONDENT'S TOTAL HOUSEHOLD INCOME FROM ALL SOURCES (n=153):
   - *16% Under $10,000
   - *14% $10,000 to $15,000
   - *13% $15,000 to $20,000
   - *16% $20,000 to $25,000
   - *14% $25,000 to $30,000
   - *13% $30,000 to $35,000
   - *14% $35,000 or more

7. GENDER OF RESPONDENT (n=164):
   - *54% female
   - *46% male

Module #6

The sample of reports by librarians on particularly good or bad service delivered to patrons of the ethnic resource centers produced 80 completed reports. The demographic information described is as perceived by the reporting librarians of all four ethnic resource centers.

1. AGE OF USER REPORTED:
   - * 3% 12 to 17 years
   - * 9% 18 to 24 years
   - *21% 25 to 34 years
   - *33% 35 to 49 years
   - *10% 50 to 64 years
   - * 1% 65 years or older
   - *30% no answer

2. RACE/ETHNIC BACKGROUND OF USER REPORTED:
   - *19% Hispanic, Latin American
   - *25% Black
   - *11% Asian
   - *15% American Indian
   - *21% Caucausian/other
   - *10% no answer

3. AMOUNT OF EDUCATION OF USER REPORTED:
- * 3% less than high school
- * 9% completed high school
- * 9% completed some college, vocational/trade school
- *33% completed college
- *16% post-college
- *31% no answer

4. GENDER OF USER REPORTED:
- *43% male
- *54% female
- * 4% no answer

FOCAL SITUATION:

For Module #4, patrons were asked to name the title of the book, record, tape, or magazine they were returning and to indicate both in their own words and on a checklist how the item helped them.

For Module #6, librarians were asked "what do you think led the user to make library contact?"

QUESTIONNAIRE:

* Module #4 was used with the modification in the demographic category of ethnic/racial group where the classification "white/anglo" was not included.
* Module #6 was used as written.

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW (Module #4):

1. WHAT WAS TITLE OF ITEM: *Tortuga (by Rudolfo Anaya).*

2. HOW ITEM HELPED (in own words): *This book helped me understand more about Mexican American Literature and Mexican families.*

3. HOW ITEM HELPED (from checklist):
- * *Got ideas or understanding about something.*
- * *Accomplished something or decided what to do or when or how to do it.*
- * *Made contact with other people by meeting them at the*

library or learning how to make contact with them there.
** Felt like I belonged or was not alone.*
** Got pleasure, entertainment, or happiness.*

LIBRARIAN'S CHOICE INTERVIEW (Module #6):

1. WHAT LED THE USER TO MAKE LIBRARY CONTACT: *User needed information on philosophy of East Asia, especially on the Phillipines, including religions such as Buddhism. User was referred by a friend.*

2. HELPING EVENTS:

EVENT #1

2a. WHAT HELPED: *User looked through our reference and circulating collections.*
2b. HOW HELPED: *She looked through and picked out some titles to read. She asked which one would be more useful to her. I told her about the depth of the information on the subject she wanted*
2c. HOW MUCH HELPED: *Very helpful*

EVENT #2

2a. WHAT HELPED: *She found five books which she said were very helpful and she wanted to check them out. She asked for my name.*
2b. HOW HELPED: *She will call me back if she wants more information.*

3. QUESTIONS IN SITUATION:

QUESTION #1

3a. QUESTION: *What are the philosophies of East Asia and the Pacific, especially the Phillipines?*
3b. COMPLETENESS OF ANSWER: *Complete.*
3c. HOW ANSWER HELPED: *She got what she was looking for.*

QUESTION #2

3a. QUESTION: *Is there any information on Buddhism and Filipino religion?*
3b. COMPLETENESS OF ANSWER: *Complete.*
3c. HOW ANSWER HELPED: *She got what she was looking for.*

SENSE-MAKING INTERVIEW (Module #4):

1. WHAT WAS TITLE OF ITEM: *Native Harvests.*

2. HOW ITEM HELPED (in own words): *It is one of my very favorite books. It gave much respect and honor to Indian people's knowledge of plants as medicines and foods. Lots of new (to me) ways to prepare nuts and even ashes.*

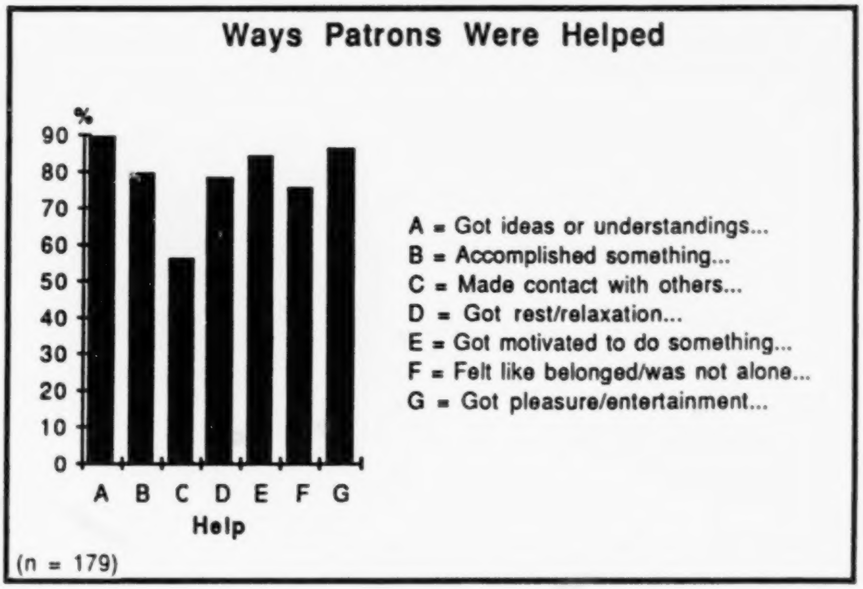
3. HOW ITEM HELPED (from checklist):

* *Got ideas and understanding about something.*
* *Accomplished something; decided what to do or when or how to do it.*
* *Got rest and relaxation and a quiet retreat.*
* *Got motivated to do something; felt good about myself, my decision, my circumstances; calmed down and eased my worries.*
* *Felt like I belonged and was not alone.*
* *Got pleasure, entertainment and happiness.*

RESULTS:

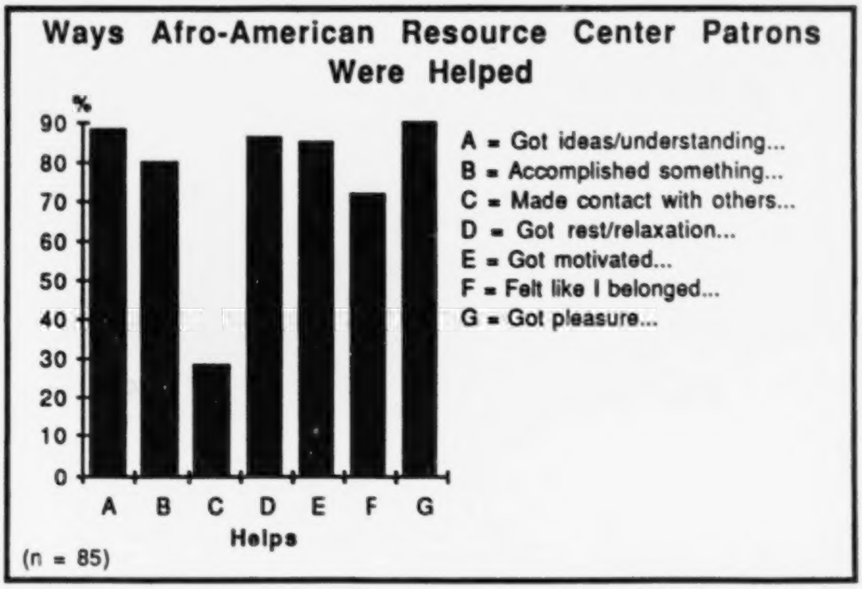
The following results are based on data generated from the 179 self-administered questionnaires (Module #4).

1. DESCRIPTION OF THE WAYS ALL RESPONDENTS WERE HELPED BY BOOKS, RECORDS, TAPES, OR MAGAZINES AT A LIBRARY:



Unit of Analysis: The 179 patrons from all four centers who completed the self-administered questionnaire and indicated if they were helped in each of the 7 different ways.

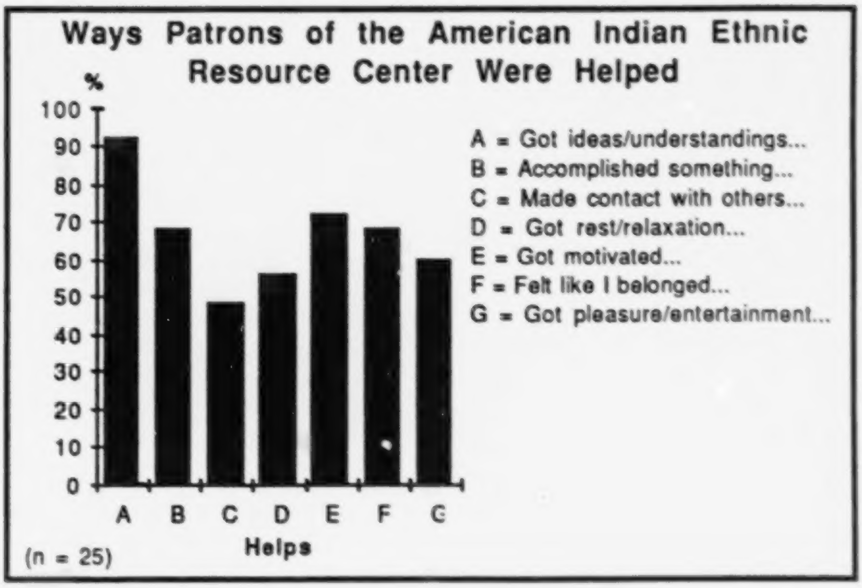
2. DESCRIPTION OF THE WAYS PATRONS OF THE AFRO-AMERICAN RESOURCE CENTER WERE HELPED:



Ways Afro-American Resource Center Patrons Were Helped

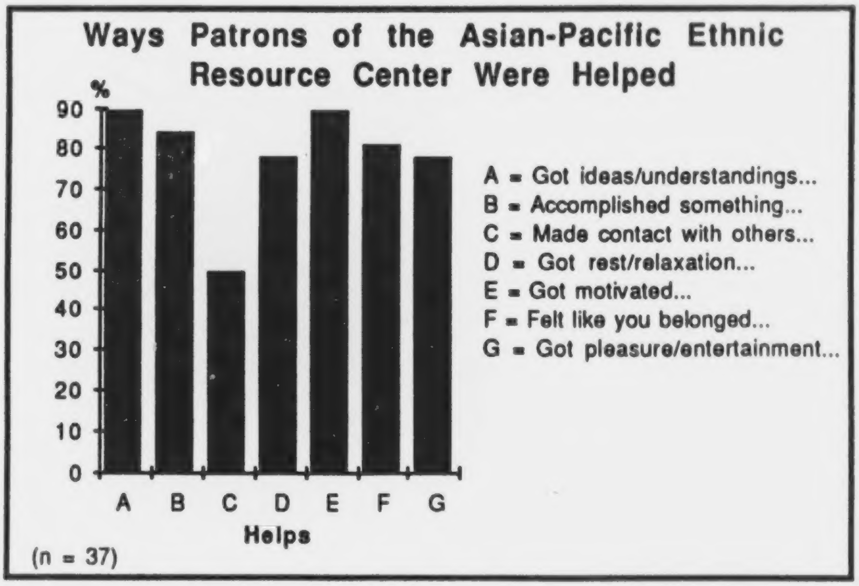
Unit of Analysis: The 85 respondents who were patrons of the Afro-American Resource Center who indicated if they were helped in each of the 7 different ways.

3. DESCRIPTION OF THE WAYS RESPONDENTS WHO WERE PATRONS OF THE AMERICAN INDIAN RESOURCE CENTER WERE HELPED:



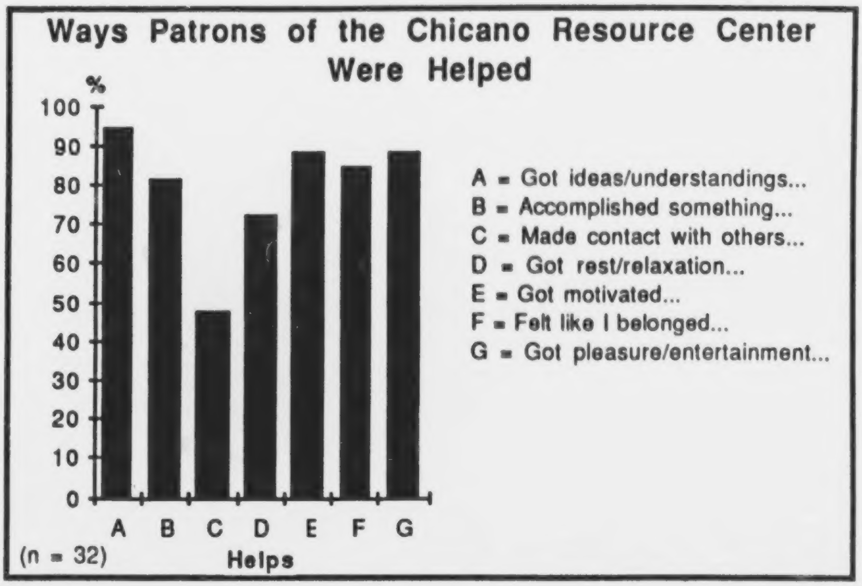
Unit of Analysis: The 25 respondents who were patrons of the American Indian Resource Center each of whom indicated in he/she was helped in each of the 7 different ways.

4. DESCRIPTION OF THE WAY RESPONDENTS WHO WERE PATRONS OF THE ASIAN-PACIFIC RESOURCE CENTER WERE HELPED:



Unit of Analysis: The 37 respondents who were patrons of the Asian-Pacific Resource Center each of whom indicated if he/she was helped in each of the 7 ways.

5. DESCRIPTION OF THE WAYS RESPONDENTS WHO WERE PATRONS OF THE CHICANO RESOURCE CENTER WERE HELPED:



Unit of Analysis: The32 respondents who were patrons of the Chicano Resource Center each of whom indicated if he/she was helped in each of 7 different ways.

NATIONAL CITY PUBLIC LIBRARY

MODULE #3
ACCOUNTABILITY ASSESSMENT
BRIEF CLOSE ENDED QUESTIONS

TEST SITE:

National City Public Library. Study completed by Anne Campbell, principal librarian; Laura Sanchez, audio visual clerk; and Alma Galvan, clerk typist.

PURPOSE:

To study how registered audio visual patrons of the National City Public Library use the library.

SAMPLING PROCEDURES:

The target population was registered audio visual patrons of National City Public Library who borrowed 16 mm films and video cassettes. In order to produce a sample, the following procedures were utilized:

1. The first step was to draw 60 prospective respondents from the libraries file of 1,344 registered audio visual patrons in order to ensure a sample size of 30. A skip interval of 22 was determined by a standard formula:1,344/60 = 22. Using a random number table, 44 was selected as the first patron card. After this card every 22nd was chosen.

2. The second step was to transfer the selected patrons' names and phone numbers to interview cards as patron cards were pulled from the file.

3. The third step was to contact the selected patrons. These were called up to three times to schedule an interview. Those patrons who indicated they would call back or scheduled an interview and did not show up were not pursued.

These procedures produced 30 complete interviews.

OTHER METHODS:

Interviewer

The calls and interviews were all made by one bilingual staff member so that the interviews could be conducted in Spanish or English. She was also somewhat familiar with most of the respondents.

Bilingual questionnaire

The module questionnaire was available in either English or Spanish versions for ease in interviewing as well as consistency.

Closing etiquette

A "video reserve" card was given to those respondents who completed an interview as a "thank you" gift.

SAMPLING RESULTS:

The following demographics describe the 30 respondents:

1. NUMBER OF PEOPLE IN RESPONDENT'S HOUSEHOLD ARE UNDER 18 YEARS OF AGE:
    - *10% noone under 18
    - *23% one person
    - *33% two people
    - *33% three or more people

2. NUMBER OF PEOPLE IN RESPONDENT'S HOUSEHOLD:
    - * 3% one person
    - * 7% two people
    - * 7% three people
    - *33% four people
    - *47% five or more people
    - * 3% no answer

3. YEARS OF SCHOOL RESPONDENT HAS COMPLETED:
    - *40% less than high school
    - *10% high school
    - *23% some college, vocational/trade school
    - *13% college
    - *13% post-graduate

4. RESPONDENT'S AGE GROUP:
*20% 18 to 24 years
*43% 25 to 34 years
*20% 35 to 49 years
*13% 50 to 64 years
* 3% 65 years or older

5. ETHNIC/RACIAL GROUP OF RESPONDENT:
*63% Hispanic, Mexican American, Latin American
* 3% Asian
*30% White/anglo
* 3% Other

6. TOTAL HOUSEHOLD INCOME FROM ALL SOURCES:
*13% under $10,000
*13% $10,000 to $15,000
*17% $15,000 to $20,000
*20% $20,000 to $25,000
*10% $25,000 to $30,000
* 3% $30,000 to $35,000
* 7% $35,000 or more
*17% no answer

7. GENDER OF RESPONDENT:
*70% female
*30% male

FOCAL SITUATION:

Respondents were asked to recall "...the last time you visited or contacted the National City Public Library."

QUESTIONNAIRE:

Module #3 was used with the following modifications:

1. To the list of kinds of materials and services people get at libraries, the category "use or check out phonograph records or audio or video tapes or films" was expanded into four categories as follows:
* check out audio tapes
* check out phonograph records
* check out films
* check out videotapes

Also included was the category:
- * check out a polaroid camera

Excluded was the category:
- * use or check out research articles or journals

2. An additional question was included at the end of the list of categories of materials and services used as follows:
   - * Tell me in your own words exactly what you did/got.

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHY WENT TO LIBRARY (from checklist):
   - * *leisure or free time,*
   - * *accompanying someone else*

2. WHAT MATERIALS AND SERVICES USED (from checklist):
   - * *fiction books*
   - * *non-fiction books*
   - * *videotapes.*
   - * *returned materials I had previously checked out.*

3. WHAT EXACTLY DID/GOT (respondent's words): *I got mental stimulation and provided family with good entertainment.*

4. WAYS LIBRARY HELPED (from checklist):
   - * *got ideas or understanding about something*
   - * *got pleasure, entertainment or happiness.*

LIBRARIAN'S CHOICE INTERVIEW:

1. WHY WENT TO LIBRARY (from checklist):
   - * *hobbies or home*
   - * *leisure or free time*
   - * *accompanying someone else*
   - * *to make books available to a child*
   - * *to relax or pass time.*

2. WHAT MATERIALS AND SERVICES USED (from checklist):
   - * *videotapes and children's books*
   - * *returned materials I had previously checked out*
   - * *newspapers*
   - * *used the library's literacy services*

3. WHAT EXACTLY DID/GOT (respondent's words): *I came to check out videos and books for my little girl. I also checked out auto mechanic books. I enjoy bringing my daughter in to check out books.*

4. WAYS LIBRARY HELPED (from checklist):
**got ideas or understanding about something,*
**accomplished something*
**got rest and relaxation*
**got motivated to do something*
** elt like I belonged*
**got pleasure, entertainment or happiness*

SENSE-MAKING INTERVIEW:

1. WHY WENT TO LIBRARY (from checklist):
**school or college homework.*

2. WHAT MATERIALS AND SERVICES USED (from checklist):
**typewriter*
**magazines*
**encyclopedias or reference books*
**non-fiction books*
**returned materials I had previously checked out*

3. WHAT EXACTLY DID/GOT (respondent's words): *I came to do research for a paper at school, returned videos previously checked out, and checked out books for my report. I haven't had time to use videos lately due to school.*

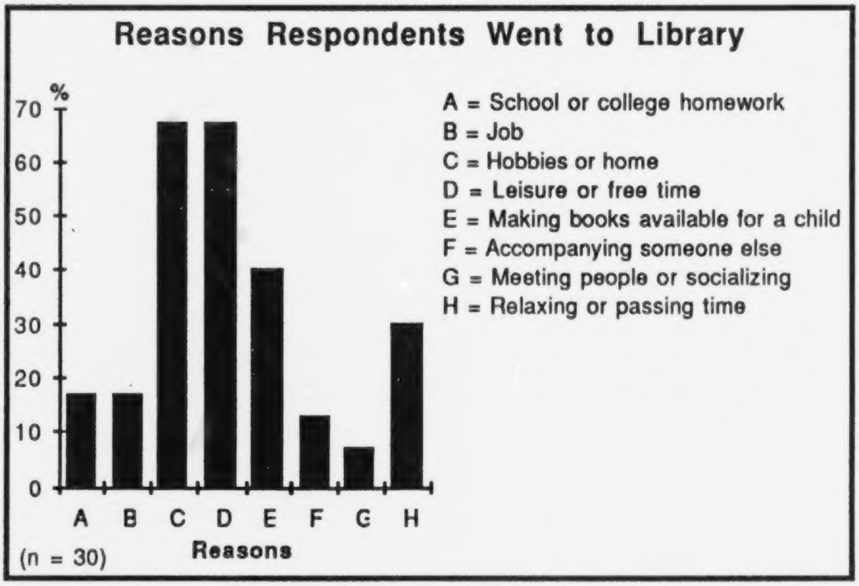
4. WAYS LIBRARY HELPED (from checklist):
**got ideas or understanding about something*
**accomplished something*
**felt like I was not alone.*

RESULTS:

1. DESCRIPTION OF WHEN THE RESPONDENT'S LAST VISIT TO NATIONAL CITY PUBLIC LIBRARY WAS (n = 30):
*10% 1 to 2 years ago
*10% 6 months to 1 year ago
* 3% 3 to 5 months ago
*14% 1 to 3 months ago
*23% 2 to 3 weeks ago

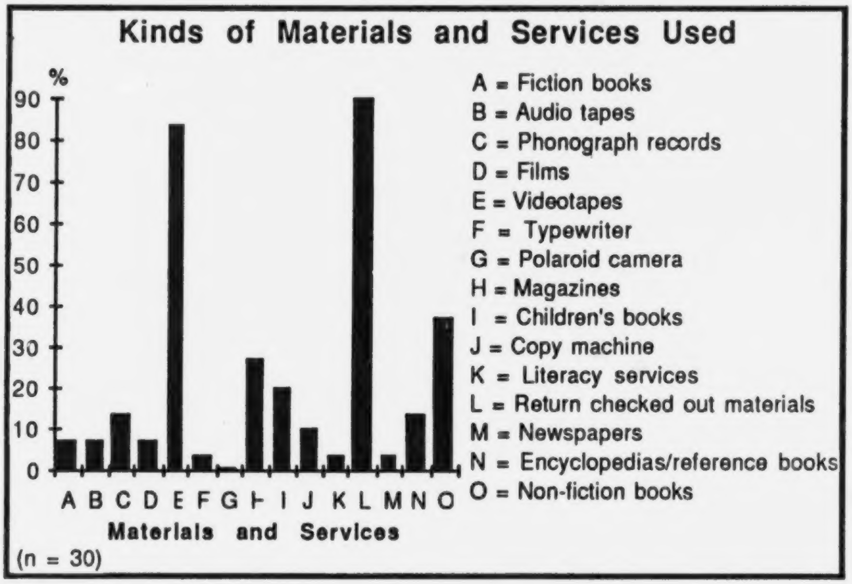
*40% within the past week

2. DESCRIPTION OF THE REASONS THAT RESPONDENTS WENT TO THE LIBRARY:



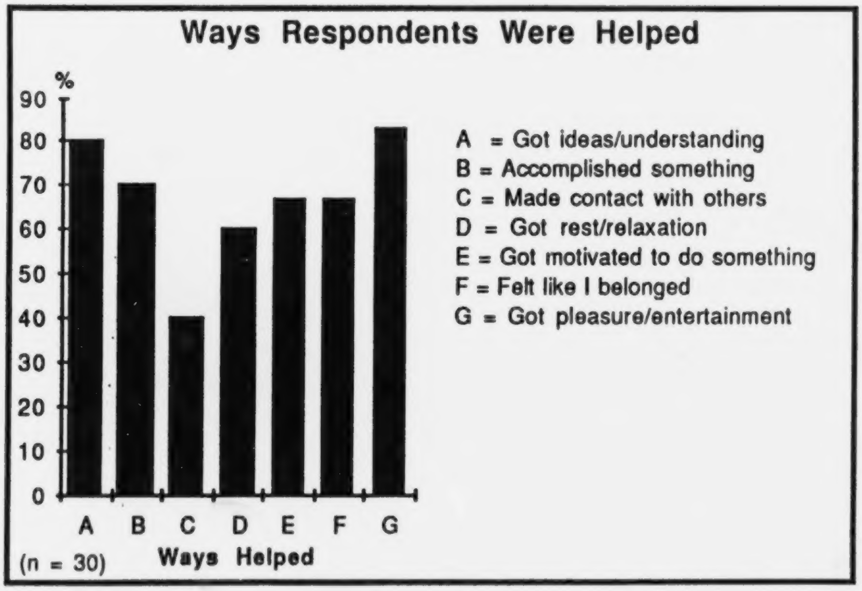
Unit of Analysis: The unit of analysis is the respondent.

3. DESCRIPTION OF THE KINDS OF MATERIALS AND SERVICES THE RESPONDENT USED AT THE LIBRARY:



Unit of Analysis: The unit of analysis is the respondent.

4. DESCRIPTION OF THE WAYS RESPONDENTS WERE HELPED BY GOING TO THE LIBRARY:



Unit of Analysis: The unit of analysis is the respondent.

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

* Respondents seem to be family oriented persons looking for inexpensive home entertainment and pragmatic reading material.

* Most respondents came for videos, leisure time, and for projects for home or hobbies.

* The books that respondents checked out were mostly non-fiction and children's books.

* Respondents seemed to make regular visits to the library to check out videos for entertainment.

* Most respondents checked out videos and did not use other audio visual material.

* Few patrons make use of reference material.

* Most respondents are pleased with the materials or services at our library.

* Many respondents are not aware of the range of services we have to offer.

* Several respondents expressed a desire for intructional video for learning English or Spanish.

* Many respondents come from families with only one working spouse whose budgets don't allow much for entertainment.

SPECIAL CASES IDENTIFIED BY LIBRARIANS FROM DATA:

* The respondent who checked out a video tape for a religious retreat.

* The female respondent who seemed ignorant of many aspects of daily life.

* The male respondent who brings his daughter to the library and only checks out children's books and videos.

* Respondent who didn't know that library books were loaned free of charge.

IDEAS FOR SYSTEM CHANGE:

Publicity

* Alert Audio Visual staff of special programs such as the Summer Reading Program and the Positive Parent Program so that they can mention them to audio visual patrons.

* Put flyers about upcoming activities in the Children's Room at the Audio Visual desk since many video requests are family oriented.

* Advertise library services through informational displays.

Additional materials and services

* Provide a library tour once or twice a month to patrons who have only used the Audio Visual department.

* Provide selection information for the areas of entertainment, family, and how-to materials.

* Purchase more videos that come with children's books.

* Provide more children's movies.

* Give patrons the opportunity to have a "wish list" for educational videos.

* Provide more instructional videos to supplement patrons' needs for non-fiction books.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* Librarians were glad to know that respondents used the library as a place to relax and feel comfortable.

* Learned about the close interaction between the video department and the children's room.

* Glad to see the large number of audio visual respondents who also used juvenile books.

* Helped see the patrons from a different point of view; to understand them better and be better able to "tolerate" the crowds.

* Learned about an important tool to help in the selection of material.

* Got a run-down of the AV patron, what they are looking for in the way of entertainment, why they check out videos. Led to an understanding of why the average AV patron is so enamoured of videocassettes.

* Beneficial to take a different look at AV patrons than usual.

* Gave staff a chance to sit and discuss AV without getting off track.

* Introduced to a different type of survey language which elicited a higher return of responses and personal comments.

NATIONAL CITY PUBLIC LIBRARY

MODULE #4
ACCOUNTABILITY ASSESSMENT
SELF-ADMINISTERED INTERVIEW

TEST SITE:

National City Public Library. Study completed by Anne Campbell, principal librarian; Laura Sanchez, audio visual clerk; and Alma Galvan, clerk typist.

PURPOSE:

To study how patrons make use of the audio visual service of the National City Public Library.

SAMPLING PROCEDURES:

The target population was audio visual patrons of National City Public Library who borrowed 16 mm films and video cassettes. The procedure was to hand out self-administered questionnaires in English and Spanish to all patrons who checked out film or videotapes during a 2 week period in April 1986. This process generated 64 complete interviews.

SAMPLING RESULTS:

The following is a demographic description of the 64 respondents:

1. NUMBER OF PEOPLE IN RESPONDENT'S HOUSEHOLD UNDER 18 YEARS OF AGE:
   - *20% noone under 18
   - *11% have one person
   - *16% have two people
   - *36% have three or more people
   - *17% no answer

2. NUMBER OF PEOPLE IN RESPONDENT'S HOUSEHOLD:
   - * 5% have one person
   - * 8% have two people
   - *14% have three people
   - *25% have four people
   - *40% have five or more people
   - * 8% no answer

3. YEARS OF SCHOOL RESPONDENT HAS COMPLETED:
   - *14% less than high school
   - *26% high school
   - *33% some college, vocational/trade school
   - *11% college
   - * 8% post-graduate

4. RESPONDENT'S AGE GROUP:
   - * 2% 12 to 17 years
   - *11% 18 to 24 years
   - *42% 25 to 34 years
   - *25% 35 to 49 years
   - * 8% 50 to 64 years
   - * 2% 65 or older

5. ETHNIC/RACIAL GROUP OF RESPONDENT:
   - *56% Hispanic, Mexican American, Latin American
   - * 3% Black
   - * 9% Asian
   - * 2% American Indian
   - *16% White/anglo
   - * 6% Other

6. TOTAL HOUSEHOLD INCOME FROM ALL SOURCES:
   - *30% under $10,000
   - *20% $10,000 to $15,000
   - *14% $15,000 to $20,000
   - * 5% $20,000 to $25,000
   - * 5% $25,000 to $30,000
   - * 6% $30,000 to $35,000
   - * 5% $35,000 or more
   - *15% no answer

7. GENDER OF RESPONDENT:
   - *48% female
   - *38% male

FOCAL SITUATION:

Respondents were asked to list ways the video or movie which they had checked out when they were given the questionnaire had helped them.

QUESTIONNAIRE:

Module #4 was used with the following modifications:

1. At the end of the questions about the video or movie the respondent was asked:

   * How much did this help? a little? quite a bit? very much?

2. The questionnaire was available in Spanish as well as English.

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHAT WAS TITLE OF VIDEO OR MOVIE: *Rumpelstiltskin*

2. WAYS HELPED BY VIDEO OR MOVIE (from checklist):
   **get ideas or understanding about something or decide what to do or when to do it*
   **accomplish something*
   **get rest and relaxation or a quiet retreat*
   **get pleasure, entertainment or happiness*

3. HOW VIDEO HELPED (in own words): *This movie let me sit down and watch television with my children. It was a movie they picked. They decided on the movie and the time for themselves. The movie makes my children ask questions about what is real.*

4. HOW MUCH HELPED: *Quite a bit.*

LIBRARIAN'S CHOICE INTERVIEW:

1. WHAT WAS TITLE OF VIDEO OR MOVIE: *Wizard of Oz; Great Muppet Caper; Jane Fonda's Workout.*

2. WAYS HELPED BY VIDEO OR MOVIE (from checklist):
   **get ideas/understandings about something*
   **accomplish something or decide what to do or when or how to do it*
   **make contact with other people or learn how to make this contact*
   **to get rest, relaxation, or a quiet retreat*

**get motivated to do something or feel good about myself, my decision or circumstances*
**calm down and ease my worries*
**feel like I am not alone*
**get pleasure, entertainment, or happiness.*

3. HOW VIDEO HELPED (in own words): *The workout helped me excercise. The others kept my child occupied which gave me time to accomplish other things. Also, it pleases my child to pick her own movie.*

4. HOW MUCH HELPED: *Quite a bit.*

SENSE-MAKING INTERVIEW (Spanish):
1. WHAT WAS TITLE OF VIDEO OR MOVIE : *Ghandi*

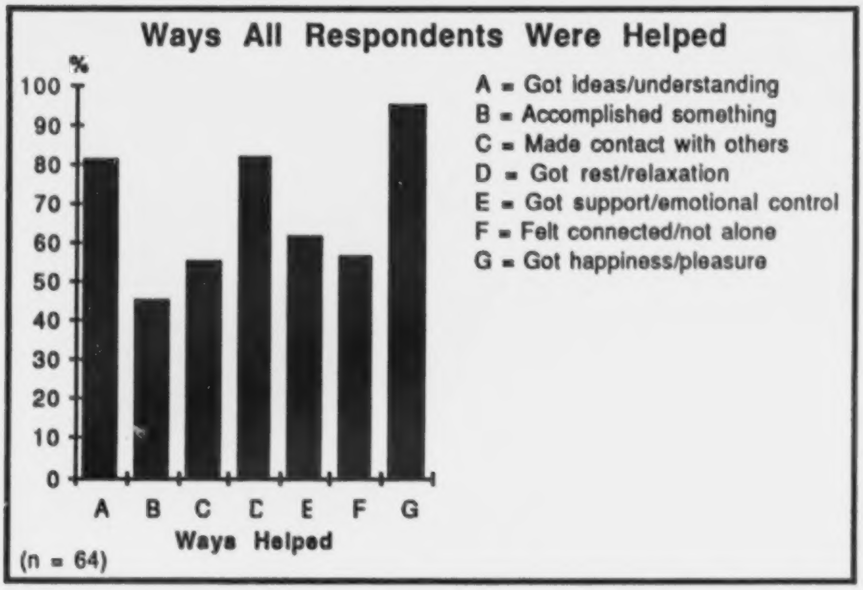
2. WAYS HELPED BY VIDEO OR MOVIE (from checklist):
**get ideas/understandings about something*
**accomplish something or decide what to do or when or how to do it*
**make contact with other people or learn how to make this contact;*
**get rest, relaxation, or a quiet retreat*
**get motivated to do something or feel good about myself, my decision or circumstances, or calm down and ease my worries*
**feel like I belonged or was not alone*
**get pleasure, entertainment, or happiness.*

3. HOW VIDEO HELPED (in own words): *It helped me set some positive goals and not give up until we succeed.*

4. HOW MUCH HELPED: *Quite a bit.*

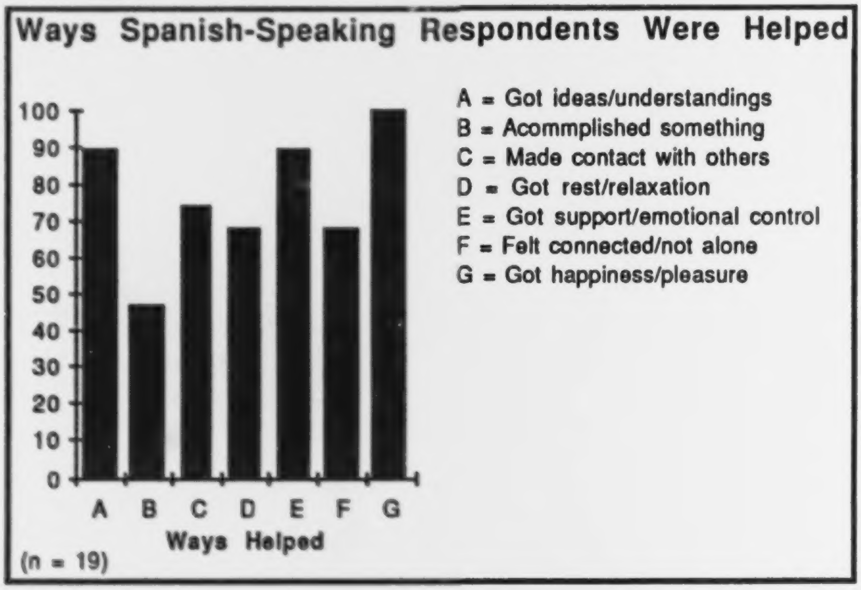
RESULTS:

1. DESCRIPTION OF THE WAYS RESPONDENTS WERE HELPED BY THE VIDEO OR MOVIE THEY CHECKED OUT:



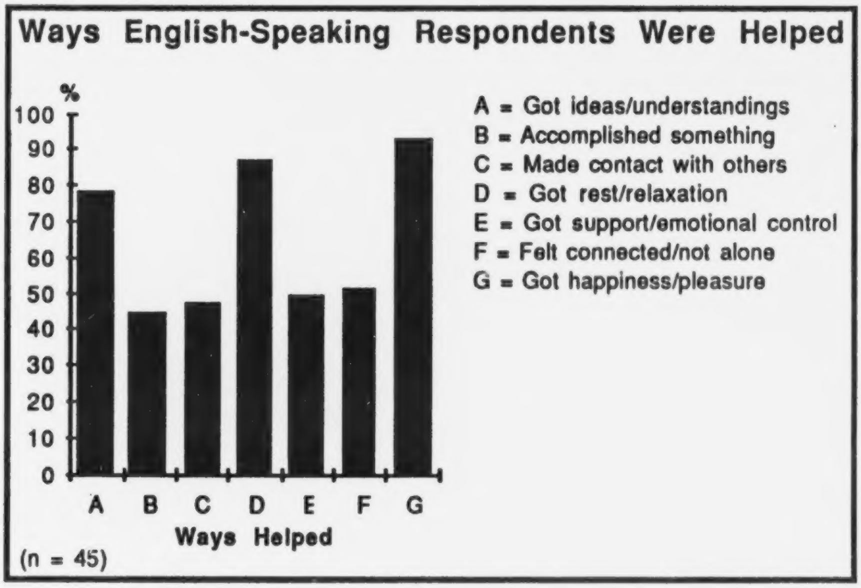
Units of Analysis: The 64 respondents indicated in which of 7 ways the video or movie they checked out helped them.

2. DESCRIPTION OF THE WAYS SPANISH-SPEAKING RESPONDENTS WERE HELPED BY THE VIDEO OR MOVIE:



Unit of Analysis: The 19 Spanish-speaking respondents indicated in which of 7 ways the video or movie they checked out helped them.

3. DESCRIPTION OF WAYS ENGLISH-SPEAKING RESPONDENTS WERE HELPED BY THE VIDEO OR MOVIE:



Unit of Analysis: The 45 English-speaking respondents indicated in which of 7 ways the video or movie they checked out helped them.

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

* Many respondents are low income Hispanics with a high school or vocational/trade school education.

* Most respondents have large, young households.

* Respondents use the video or movie service as a means of affordable entertainment, relaxation, and a peaceful quiet time together.

* Respondents got ideas and understandings from the videos which also made them happy.

* Respondents use videos as a means of feeling connected and to make contact with other people.

* Female respondents select entertainment for their families.

* Videos or films are used as a distraction for children while their mothers do household tasks.

* Female respondents did not work outside the home for the most part.

SPECIAL CASES IDENTIFIED BY LIBRARIANS FROM DATA:

* The female respondent who brings her children in and lets them participate by allowing them to choose their own movie, then shares the story with them.

* Use of children's videos to help them become interested in reading.

* The checking out and use of videos by a family together as a means of being together and relaxing.

* The frequent statement that watching others deal with their problems in videos helped the respondent feel better about their own.

IDEAS FOR SYSTEM CHANGE:

Additional library services for audio visual patrons
* Find out other means of providing entertainment and information to those patrons who only use videos.

* Provide library tours for those who are audio visual sevice patrons only.

* Provide more information about library services.

* Provide some assistance with selection information.

Expanded collection
* Buy more entertainment, family and children's videos.

* Buy more family oriented videos and movies with a message or meaning for discussion purposes.

* Buy videos directly from children's books or Reading Rainbow.

* Provide more Spanish titles in the video selection.

* Buy videos that teach skills and reflect patrons' problems so that they will feel less alone.

* Expand other areas of the audio visual collection such as:
    - excercise tapes
    - documentaries
    - BBC and PBS drama productions
    - older classics

Expanded audio service

* Ask patrons to choose which of a list of videos they would like the library to purchase.

* Provide a bigger area for the audio visual service to better handle the large crowds.

* Hire more staff to work in the audio visual area.

* Try to reach other age groups and ethnic minorities with the service.

* If other groups do not respond, focus efforts on the groups that are currently using the library.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* Supports the conclusions that staff members had reached on their own that families are the main users of the service because it is affordable entertainment.

* Got more sympathy for video users and understood why how-to and informational videos are not as popular as entertainment and children's videos.

* Helped to understand that patrons are using the videos and films for more than entertainment, that it is a form of communication for them.

* Helped me understand why there are the numbers of people and noise around the audio visual desk.

* See that patrons who might not come to the library at all are drawn in by the audio visual service.

* Allowed the hope to be expressed that the collection be expanded to include other less commercial tapes.

* Helped one member of the staff to feel more involved in a major department of the library where he/she usually has no input or responsibility.

* The more introspective, personal responses elicited by the study increased rapport between staff and audio-visual patrons.

NORTH STATE COOPERATIVE LIBRARY SYSTEM

MODULE #8
INFORMATION NEEDS ASSESSMENT
BRIEF OPEN ENDED QUESTIONS

TEST SITE:

North State Cooperative Library System (Willows Area). Survey coordinated by James Kirks, Jr. Data compiled by Richard N. Davis.

PURPOSE:

To see how individuals in the Willows area solve problems in their everyday lives.

SAMPLING PROCEDURES:

The target population was Willows area residents. The following steps were taken to generate a randomly selected list of residents:

1. The first step was to collect phone numbers from a computer-generated list of random telephone numbers with the Willows area prefix. This procedure enabled interviewers to reach nonlisted as well as listed phone numbers.

2. The second step was to dial these numbers on Tuesday, March 11 and Wednesday, March 12 between the hours of 6:00 and 9:00 p.m. A total of 1,200 numbers were dialed during these times. Due to out-of-service numbers, busy signals, non-residence numbers, refusals, and partial completions, only185 of these dialed numbers yielded completed interviews. These 185 respondents provided demographic information.

Of the 185 completed calls, 99 respondents stated that they had problems. These 99 interviews provided data for analysis.

OTHER METHODS:

Pre-test

A revised questionnaire based on Module #8 was pre-tested on February 10, 1986. Revisions were made to the questionnaire for the field survey by the coordinator, James Kirks, Jr.

Interviewing

The data for this needs assessment were collected by a telephone interview performed from California State University, Chico.

Interviewers

Trained interviewers were used rather than library staff.

SAMPLING RESULTS:

The following demographics describe either the 99 respondents who reported problem situations or the total 185 persons who were contacted:

1. RESPONDENT LAST CONTACTED A LIBRARY: (n=99)
   *24% more than 2 years ago
   *12% 1 to 2 years
   *11% 6 months
   * 4% 3 to 5 months
   *11% 1 to 2 months
   *11% 2 to 3 weeks
   *26% within last week

2. NUMBER OF PERSONS IN RESPONDENT'S HOUSEHOLD: (n=99)
   *17% had one person in the household
   *36% had two persons
   *16% had three persons
   *17% had four persons
   *13% had five or more persons

3. NUMBER IN HOUSEHOLD UNDER 18 YEARS OF AGE: (n=185)
   *54% had no persons under 18 years of age
   *17% had one person under 18
   *18% had two persons under 18
   * 8% had three persons under 18
   * 4% had four persons under 18

4. AMOUNT OF EDUCATION OF RESPONDENT: (n=185)
- *14% had completed less than high school
- *30% had completed high school
- *36% had complete some college, vocational/trade school
- * 9% had finished college
- *11% had done post graduate work

5. AGE OF RESPONDENT: (n=185)
- * 3% were 18 to 19 years of age
- * 9% were 20 to 24 years
- *27% were 25 to 34 years
- *20% were 35 to 49 years
- *20% were 50 to 64 years
- *21% were 65 or older

6. ETHNIC/RACIAL GROUP OF RESPONDENT: (n=185)
- *89% were white/anglo
- * 6% were Hispanic, Asian, or American Indian
- * 5% were other

7. TOTAL HOUSEHOLD INCOME FROM ALL SOURCES IN THE PAST YEAR: (n=185)
- *18% were under $10,000
- *13% were $10,000 to $14,999
- *16% were $15,000 to $19,999
- *16% were $20,000 to $24,999
- *22% were $25,000 to $34,999
- * 9% were $35,000 to $49,999
- * 5% were $50,000 and above

8. GENDER OF RESPONDENT: (n=185)
- *65% female
- *35% male

FOCAL SITUATION:

Respondents were asked to "...tell about a recent situation you had in which you had a question as to how to solve a problem in your everyday life."

QUESTIONNAIRE:

Module #8 was modified so that, if the respondent stated that they had no problem in response to the initial question, the interviewer went directly to the demographic questions.

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHAT WAS PROBLEM SITUATION: *I got a speeding ticket.*

2. QUESTIONS IN SITUATION:

QUESTION #1

2a. QUESTION: *Will I keep my license?*
2b. HOW GOT ANSWER: *I went to the courthouse and they answered all my questions.*
2c. COMPLETENESS OF ANSWER: *Complete.*
2d. HOW ANSWER HELPED: *I learned how to deal with the ticket.*

LIBRARIAN'S CHOICE INTERVIEW:

1. WHAT WAS PROBLEM SITUATION: *I had to figure out income taxes, how to do capital gains.*

2. BLOCKING EVENTS:

EVENT #1

2a. WHAT BLOCKED: *I tried to get the information from the IRS, but it would take too long to mail.*
2b. HOW MUCH BLOCKED: *Very much.*

3. QUESTIONS IN SITUATION:

QUESTION #1

3a. QUESTION: *How do I do these taxes?*
3b. HOW GOT ANSWER: *I went to the library and found a publication.*
3c. COMPLETENESS OF ANSWER: *Complete.*
3d. HOW ANSWER HELPED: *It helped figure out the taxes.*

SENSE-MAKING INTERVIEW:

1. WHAT WAS PROBLEM SITUATION: *I had a child support problem, and had questions regarding the legal aspects.*

2. QUESTIONS IN SITUATION:

QUESTION #1
2a. QUESTION: *Why do people claim more child support than they should?*
2b. COMPLETENESS OF ANSWER: *No answer.*
2c. HOW HOPED ANSWER WOULD HELP: *Would learn something that would benefit us.*

QUESTION #2
2a. QUESTION: *Can I be asked for back child support without any notice?*
2b. COMPLETENESS OF ANSWER: *No answer.*
2c. HOW HOPED ANSWER WOULD HELP: *I wanted to clarify my rights.*

QUESTION #3
2a. QUESTION: *Why don't I have any rights when the other parent has sole custody?*
2b. COMPLETENESS OF ANSWER: *No answer.*
2c. HOW HOPED ANSWER WOULD HELP: *Would learn something that would benefit us.*

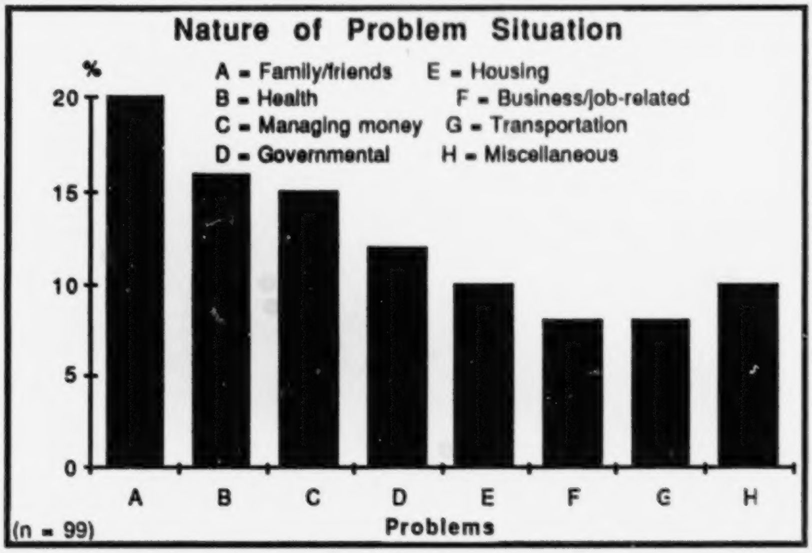
RESULTS:

Although 185 interviews were completed to produce the sample, only 99 respondents stated that they had a problem and answered questions about that problem. The following analyses are based on that sub-sample of 99.

1. WHEN PROBLEM SITUATION STARTED:
*23% more than 2 years ago
*14% 1 to 2 year ago
*11% 6 months ago
* 9% 3 to 5 months ago
*20% 1 to 3 months ago
*10% 2 to 3 weeks ago
*12% within the last week

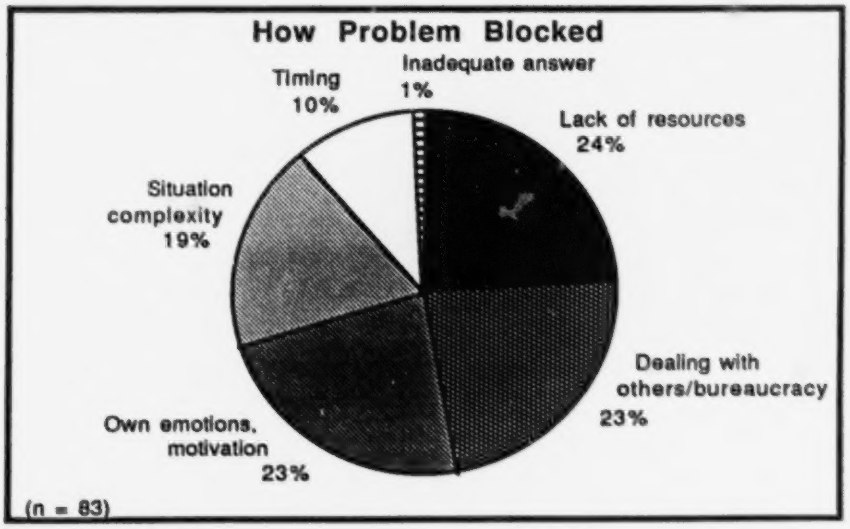
2. WHETHER OR NOT THE PROBLEM SITUATION WAS STILL IN PROCESS:
*67% stated the situation was still in process
*34% stated the situation was no longer in process

3. DESCRIPTION OF THE NATURE OF THE PROBLEM SITUATION:



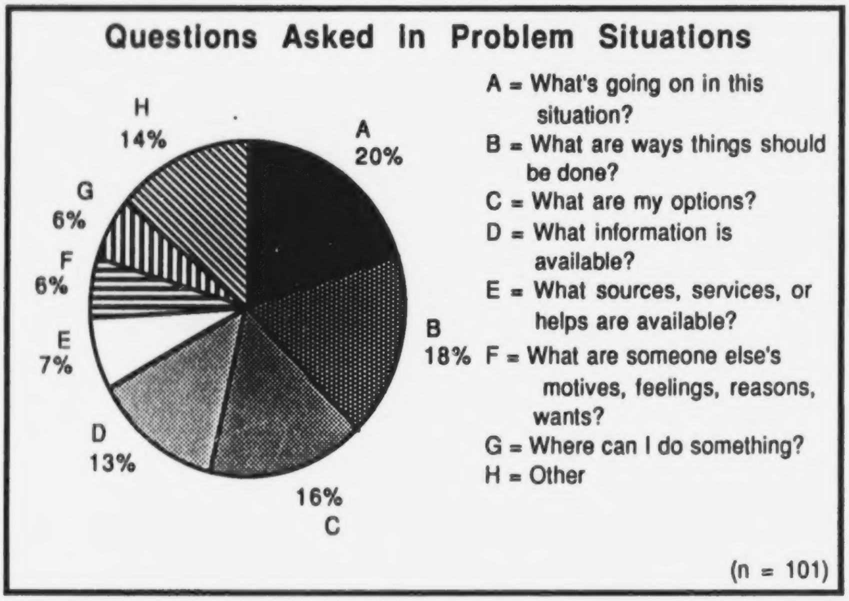
Unit of Analysis: The units of analysis are the 99 respondents. Open-ended responses were content analyzed using Scheme #1 (see Content Analysis appendix).

4. DESCRIPTION OF HOW THE PROBLEM BLOCKED THE RESPONDENT:



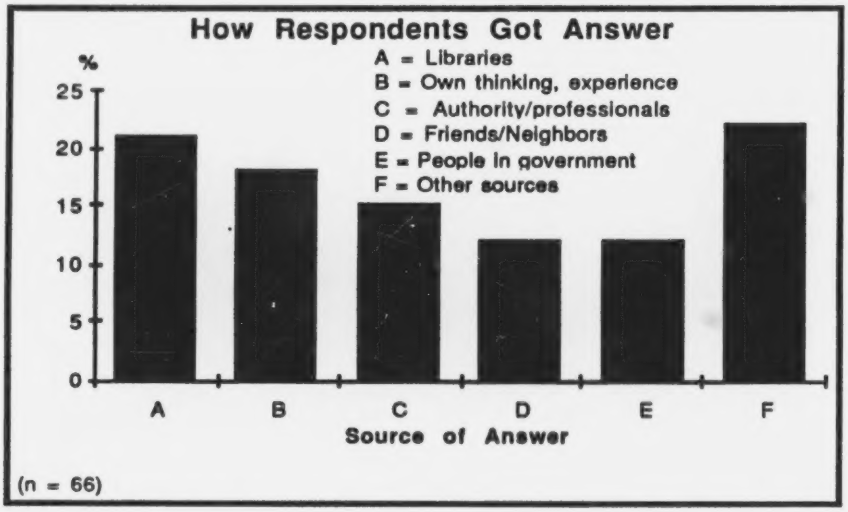
Unit of Analysis: Of the 99 respondents who said they had a problem, 83 stated how the problem situation they faced blocked them. Open-ended responses were content analyzed using Scheme #4 (see Content Analysis appendix).

5. DESCRIPTION OF THE NATURE OF THE QUESTIONS ASKED IN THEIR PROBLEM SITUATION:



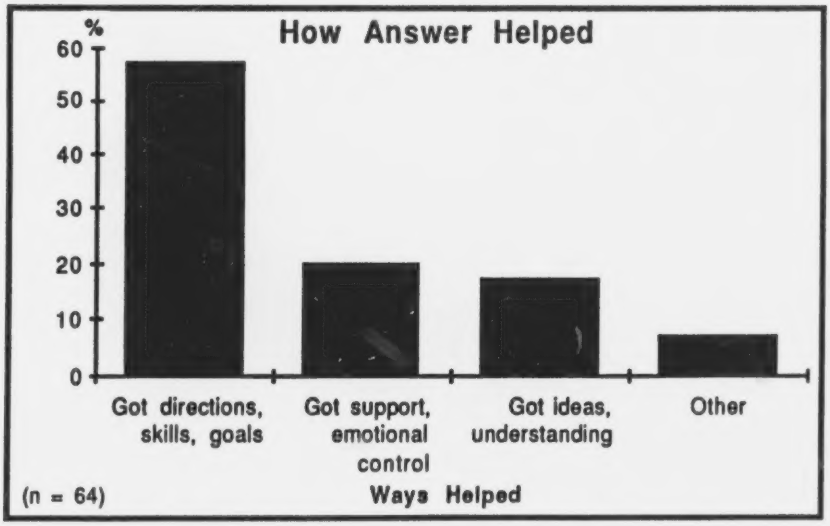
Unit of Analysis: The 99 respondents who had a problem reported 101 different questions they had in their problem situations. The question is the unit of analysis here. Open-ended responses were content analyzed using Scheme #2 (see Content Analysis appendix).

6. DESCRIPTION OF HOW THE RESPONDENTS GOT ANSWERS TO THEIR QUESTIONS IN THEIR PROBLEM SITUATION:



Unit of Analysis: Of the 99 respondents who had questions in their problem situations, 66 reported using particular sources to get an answer. Source of answer is the unit of analysis here. Open-ended responses were content analyzed using Scheme #5 (see Content Analysis appendix).

7. DESCRIPTION OF HOW THE ANSWER HELPED THE RESPONDENT:



Unit of Analysis: Of the 99 respondents who got an answer to their question, 64 reported how that answer helped them. The unit of analysis is the ways an answer helped. Open-ended responses were content analyzed using Scheme #3 (see Content Analysis appendix).

8. WHAT RESPONDENTS SAID PREVENTED A COMPLETE ANSWER:

Unit of Analysis: 30 of the 99 respondents reported not getting complete answers to their questions. These 30 named 16 barriers to getting answers. These barriers are the unit of analysis here. Open-ended responses were content analyzed using Scheme #4 (see Content Analysis appendix):

*31% said lack of resources
*25% said emotions, motivations
*19% said situation complexity
*19% said timing
* 6% said inadequate answer

9. HOW THE RESPONDENT HOPED AN ANSWER WOULD HELP:

Unit of Analysis: 30 of the 99 respondents who did not get complete answers to their questions. Open-ended responses were content analyzed using Scheme #3 (see Content Analysis appendix).

*27% hoped they would understand the situation
*23% hoped they would accomplish something
*13% hoped they would get out of a bad situation
*10% hoped they would calm down
*10% hoped they would understand others
*17% mentioned other ways they hoped the answer would help

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

Compared with Californians in the statewide general population survey (Dervin, et al, 1984), Willows area residents:

* Most often mentioned problems with family and friends, health, and managing money.

* More frequently mentioned health, government, housing, and legal problem situations.

* Less frequently mentioned recreation or leisure and shopping or buying problem situations.

* More frequently asked the following questions when faced with problem situations:
  - What's going on in this situation?
  - What are ways things should be done, rules, laws?
  - What are my options?

* Less frequently asked the following questions when faced with problem situations:
  - How will things turn out?
  - If I do this, what will happen?
  - What caused or led up to this situation?

* More frequently mentioned lack of resources, emotions or motivation, and situation complexity as the major barriers to getting answers to their questions.

* More often mentioned the library as a source for answers to questions about their problem.

* More frequently mentioned help to plan what, when, how to do something as how they thought an answer would help.

PALM SPRINGS PUBLIC LIBRARY

MODULE #8
INFORMATION NEEDS ASSESSMENT
BRIEF OPEN ENDED QUESTIONS

TEST SITE:

Palm Springs Public Library. Data compiled by Clara DiFelice.

PURPOSE:

To study the information needs of members of the business community of Palm Springs.

SAMPLING PROCEDURES:

1. The first step was to draw a random sample for the Business License Register from the Business Licensing Office of the City of Palm Springs. The register was current as of Dec. 31, 1985 and consisted of all licensed business operating within the area. Each of the 542 computer generated pages was numbered. Each page listed 8 businesses in alphabetical order. Using a random number table, a pencil was randomly stuck on a number. The first number picked was used to indicate the page number. The same technique was used to select a number on the chosen page. If the business was not a business located in Palm Springs, the next nearest Palm Springs address was picked.

2. The business address was keyed to the Palm Springs Telephone Book for phone numbers. These were notated on 3 x 5 cards.

3. Fielding dates were April 9 to May 28, 1986. Numbers were called three times. If this did not produce an interview, no more attempts were made. An additional sample of 78 businesses was drawn because of a poor response rate the first week when only one in ten said they would participate.

4. The total sample drawn was 153. 49 interviews were completed.

OTHER METHODS:

Interviewers

The Needs Assessment team was composed of project director, project administrative assistant, four reference staff members, and one branch librarian.

Interviewer training

This team met for six training sessions. They were given background reading material (a project time-line, an excerpt from Survey Research, an article "Useful Theory for Librarianship", information on sense-making theory, Information Needs Assessment modules #7 to #11) and introduced to the project.

Interviewing

During the first week of fielding everybody did one interview and had a follow-up meeting to discuss the experience. Full-scale interviewing commenced April 15. The appointment phone calls and interviews were staggered the length of the project, with calls to set up interviews for each following week. No more than ten interviews were arranged each week. A follow-up letter confirming date and time of the interview was sent to each person who agreed to be interviewed.

Interview format

Team members were assigned interviews on an individual basis. A notebook was provided that included a copy of the follow-up letter, copy of the interview form, an interviewer's report, and a brochure entitled "Your Business and the SBA" to be given participants. Forms were retyped after the interviews.

SAMPLING RESULTS:

The following demographics describe the 49 respondents:

1. THE NUMBER OF YEARS RESPONDENT'S BUSINESS HAD BEEN IN THE PALM SPRINGS AREA:

*10% less than 1 year
*10% 1 to 2 years
*12% 2 to 5 years
*37% 5 to 10 years
*30% more than 10 years

2. THE NUMBER OF EMPLOYEES IN THE BUSINESS:
*61% 0 to 6 employees
*18% 7 to 12 employees
* 2% 13 to 18 employees
* 8% 19 to 25 employees
*12% 26 and up

3. THE RESPONDENT'S POSITION IN THE BUSINESS:
*71% were the owner/manager
*18% were the manager
* 2% were staff
* 8% had some other position

4. GENDER OF RESPONDENT:
* 57% were male
* 43% were female

FOCAL SITUATION:

The respondents were asked to tell about "...a recent situation you faced in which you needed information or needed to make sense of something relating to your business operations."

QUESTIONNAIRE:

Module #8 was used with the following modifications:

1. When asked to describe the information need situation the phrasing used was "do you recall anything happening that stood in your way, blocked or hindered you?"

The demographic questions used were:

2. How long have you done business in the City of Palm Springs?
   - less than 1 year
   - 1 to 2 years
   - 2 to 5 years
   - 5 to 10 years
   - more than 10 years

3. How many employees?

4. How would you describe your position in the business?
   - owner/manager

- manager
- supervisor
- staff
- other

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. THE NATURE OF THE BUSINESS INFORMATION NEED: *I wanted to incorporate my business without the help of an accountant.*

2. BLOCKING EVENTS:

EVENT #1:

2a. WHAT BLOCKED: *I didn't know how to do it.*

2b. HOW BLOCKED: *The people I asked for information were unresponsive.*

2c. HOW MUCH BLOCKED: *Quite a bit.*

3. QUESTIONS IN SITUATION:

QUESTION #1:

3a. QUESTION: *What government agency do I need to contact to get forms and what is the proper procedure to file?*

3b. HOW GOT ANSWER: *I had to pay an accountant to do this job.*

3c. COMPLETENESS OF ANSWER: *Partial.*

3d. HOW ANSWER HELPED: *My business was incorporated.*

3e. WHAT PREVENTED COMPLETENESS: *My lack of information about the proper procedure.*

LIBRARIAN'S CHOICE INTERVIEW:

1. THE NATURE OF THE BUSINESS INFORMATION NEED: *We needed information for the restaurant about a supplier of specific restaurant materials.*

2. BLOCKING EVENTS:

EVENT #1:

2a. WHAT BLOCKED: *We didn't know what city or town the supplier was in.*

2b. HOW BLOCKED: *We needed the information to run our restaurant.*

2c. HOW MUCH BLOCKED: *Quite a bit.*

3. QUESTIONS IN SITUATION:

QUESTION #1:
3a. QUESTION: *Can the library help us find the supplier?*
3b. HOW GOT ANSWER: *The library looked up the information and called us back with names of companies, cities, etc.*
3c. COMPLETENESS OF ANSWER: *Complete.*
3d. HOW ANSWER HELPED: *We were able to contact the supplier.*

SENSE-MAKING INTERVIEW:
1. THE NATURE OF THE BUSINESS INFORMATION NEED: *I needed income tax information about filing returns and business tax information.*

2. BLOCKING EVENTS:

EVENT #1:
2a. WHAT BLOCKED: *I didn't know where to get correct information; which office to contact or source to go to.*
2b. HOW BLOCKED: *Necessitated me making many phone calls which slowed down the process of getting information.*
2c. HOW MUCH BLOCKED: *Quite a bit.*

3. QUESTIONS IN SITUATION:

QUESTION #1:
3a. QUESTION: *Where do I go to get this information and how can I understand the situation?*
3b. HOW GOT ANSWER: *I located and called the correct office after much trial and error.*
3c. COMPLETENESS OF ANSWER: *Complete.*
3d. HOW ANSWER HELPED: *I got the correct information to fill out the form.*

PATTERNS IDENTIFIED BY LIBRARIANS IN DATA:

Information seeking behavior

* Most respondents had a good general idea of where to go to obtain information, although many were frustrated at receiving incomplete/partial answers.

* Most people used the common sources for information: phone books, newspapers, friends, library, government offices, other professional people.

* Most respondents had simple and uncomplicated information needs which could usually be answered by phone calls to the appropriate office or agency.

* Some respondents were more adept than others at using community resources and information tools to get answers.

* A hit or miss approach was taken to the information problem by many respondents. Time was wasted while they sought the answers needed from indirect sources.

* Respondents in different kinds of businesses used different approaches to seeking information. Some went to a source directly related to their problem, i.e. lawyers went to law books.

General needs

* There is a need for better rapport between some business people and city departments.

* There is a need for local business statistics and practical information about them.

* There is a need for the library to advertise its business sources to local tradespeople.

* The general public would like a central clearinghouse for answers to all their questions.

* The general public wants most information free and available regardless of the cost to businesses.

SPECIAL CASES IDENTIFIED BY LIBRARIANS FROM DATA:

* In business situations when the answer was not found, some could have been answered by the library reference section.

* The businesses seeking information about the history and geographical description of the Palm Springs area who could not find answers to their questions.

* The restaurant owner who needed advertising information and received no help.

* Questions about marketing information in the automobile industry.

* A marketing study that needed to obtain a list of companies.

* Information needed about Canadian income tax.

* The person who complained of the isolation of the desert area with its lack of local suppliers and warehouses of goods. There is a need for easy and fast access to goods in order to remain competitive.

* The computer company that handled poorly finding a replacement part for a customer.

IDEAS FOR SYSTEM CHANGE:

Publicity

* Compile a brochure including historical and geographical descriptions.

* Produce a short history of the area to give away free at hotels in Palm Springs.

* Make businesses aware that libraries are available to assist them.

* Do more outreach programs to help businesses.

* Since the desert area is isolated, the library could become more of a focal point for the dessemination of information by making the public more aware of resources currently available and expanding on those.

Listings

* Maintain a list of businesses, number of employees, type of business in Palm Springs for direct mailing information.

* Maintain and publish a central listing of social and convention events for business planning.

* Provide a central community calendar of events.

Computer reference service

* Have an information desk staffed full-time with a computer loaded with information on every subject imaginable.

* Install an on-line database in library to supply complete and up-to-date information for business research, especially comprehensive and specific governmental information.

Coordination with other sources

* Have more cooperation between local businesses and local agencies (Chamber of Commerce, library, and city government offices).

* Make sure library has access to any and all written information put out by various government agencies.

* Inform the public that the library is the source of comprehensive information about such governmental activities as liquor licensing, business licensing, and taxes.

* Have City Hall routinely refer callers with questions about specific government information to the library.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* Learned that there are a variety of problems business people have and a variety of ways they solve them.

* Learned that business people need very direct, specific and timely answers.

* Learned that local business people have a need for local business statistics.

* Realized that there is a need for more sophisticated information resources in the local business community.

* Realized how important a central information bureau would be to these businesses.

* Realized that the public needs to be made aware of the information already available to them at the library.

* Participation helped to gain an understanding of information needs that people in business have that may not otherwise have been known.

* Gained an understanding tht some people don't use the library when they could.

* Had felt alienated because of lack of knowledge about the people in business as a group and this process helped to learn about their needs.

* Thought about how the library lets the business people become aware of what we have to answer their questions.

* We were well received by all the people we interviewed, spread some good will and information about the library.

* The information needs of diverse business people may be more similar than we think.

* The remoteness of the area may account for the closed-off, isolated feeling of the community.

* The animosity between the business community and City Hall was revealed.

PALO ALTO CITY LIBRARY

MODULE #3
ACCOUNTABILITY ASSESSMENT
BRIEF CLOSE-ENDED INTERVIEW

MODULE #8
INFORMATION NEEDS ASSESSMENT
BRIEF OPEN-ENDED INTERVIEW

TEST SITE:

Palo Alto City Library. Project librarian was Marilyn Gillespie.

PURPOSE:

* To study how older adults use the library.
* To see if the services and programs provided are desireable.
* To see if some other type of service or program might have more appeal.

SAMPLING PROCEDURES:

The population for the sample selection consisted of 3,500 registered borrowers 65 years of age or older.

1. The first step was to have the library's Dynix Computer System generate an alphabetical printout of the names, addresses, and phone numbers of these borrowers.

2. The second step was to generate a sample of 100 people. The sampling method was based on the following formula:

(K = N/n = 3,500/100 = 35)
K = sampling unit (3,500 people)
n - sampling size (100 people)

The sampling size was a subset of sampling units from the population (100 people). The names of 100 people were collected using this method.

3. The third step was for every 35th person to be called for an interview. For each person contacted who was unable or unwilling to be interviewed, the list of 3,500 was consulted. The name directly below that of each of those who could not participate was then in turn "selected" for an interview.

220 borrowers were contacted in order to produce100 completed interviews.

OTHER METHODS:

Interviewer training

All interviewers had both written and verbal instructions and training before beginning the interview process. Both staff (six people) and volunteers (five people) were used for this part of the process.

Setting up interviews

A letter of introduction to the survey was designed, written, and first mailed January 27, 1986 to all 100 prospective respondents. The letter was followed by a telephone call.

The first call was made February 10, 1986. The majority of telephone call were made from the homes of trained volunteers. Some calls were made by the project librarian. Each caller was give a "Patron Information Form" listing the name, address, and telephone number of the patron. The form also included space for interview schedule information.

The caller described the purpose and structure of the survey, answered questions and scheduled the interview. The volunteer callers reported the scheduled appointments to the project librarian by telephone as soon after the interview was scheduled. A master calendar of scheduled interviews was kept in the project librarian's office.

In order to make it as easy as possible for the respondents, appointments were scheduled in the respondent's home, in any Palo Alto City Library, or any other location convenient for the selected borrower. Once the interview day, location and time were set, the project librarian scheduled an interviewer for that time.

Reminders for appointments

To alleviate the problem of forgotten or missed appointments, both the interviewer and the respondent were reminded of the appointment. A reminder postcard was mailed to the respondent. A reminder telephone call was also made if the respondent requested one. A telephone call or interoffice memo was directed to the interviewer.

Fielding

The interviewing began February 24, 1986 and continued until May 19, 1986.

Concluding etiquette

At the conclusion of each interview, the respondent was presented with a thank-you card. A book of U.S. 22 cent stamps ($4.40 value) was placed inside each card as a small gift.

SAMPLING RESULTS:

The following demographics describe the 100 respondents:

1. NUMBER OF PEOPLE IN RESPONDENT'S HOUSEHOLD UNDER 18 YEARS OF AGE:
   - *98% had no one under 18
   - * 1% had one person
   - * 1% had two people

2. NUMBER OF PEOPLE IN RESPONDENT'S HOUSEHOLD:
   - *30% had one person
   - *60% had two people
   - * 7% had three people
   - * 1% had four people
   - * 2% had five or more

3. YEARS OF SCHOOL RESPONDENT HAS COMPLETED:
   - * 2% completed less than high school
   - * 7% completed high school
   - *22% completed some college, vocational/trade school
   - *32% completed college
   - *37% completed post-graduate work

4. RESPONDENT'S AGE GROUP:
   - *66% 65 to 75 years
   - *30% 75 to 85 years
   - * 3% more than 85 years
   - * 1% no answer

5. ETHNIC/RACIAL GROUP OF RESPONDENT:
   - * 3% Black
   - * 2% Asian
   - *91%Anglo
   - * 4%Other (Russian, Mediterranean, Armenian, True American)

6. TOTAL HOUSEHOLD INCOME FROM ALL SOURCES:
   - * 8% under $10,000
   - * 4% $10,000 to $15,000
   - *12% $15,000 to $20,000
   - *12% $20,000 to $25,000
   - * 8% $25,000 to $30,000
   - *10% $30,000 to $35,000
   - *39% $35,000 or more
   - * % no answer

7. TYPE OF TRANSPORTATION RESPONDENT USES MOST OFTEN:
   - *79% car
   - * 8% bus
   - * 2% bicycle
   - * 8% walking
   - * 3% no answer

8. RESPONDENT'S LIVING SITUATION:
   - *28% apartment
   - * 2% condominium
   - *60% own home
   - *10% senior residence

9. GENDER OF RESPONDENT:
   - *60% female
   - *40% male

FOCAL SITUATION:

As respondents began Module #3, they were asked to recall "...the last time you visited, contacted, or used the services of any of the Palo Alto City Libraries? Which one?"

As respondents began Module #8, they were asked to tell "...what happened in the most recent situation you faced where you needed specific information to solve a problem."

QUESTIONNAIRE:

Module #3 was administered to all 100 respondents. To save time, Module #8 was administered only to the final 50 respondents.

Module #3 was modified in the following way:

1. To the list of services used in the library were added:

   * Use bus schedules.
   * Check out art prints.
   * Use telephone books.
   * Use City Council Packets.
   * If none of the above, what specifically did you use or get from the library.

2. In addition to the demographic questions from the module the following were added:

   * In which of the following age groups do you belong?
     - 50-64 years old
     - 65-75 years old
     - 75-85 years old
     - 85 or older

   * Which of the following types of transportation do you use most often?
     - Car
     - Bus
     - Taxi
     - Bicycle
     - Walking
     - Other (if other, what form?)

* Which of the following describes where you live?
  - Apartment
  - Condominium
  - Hotel
  - Shared housing
  - Convalescent home
  - Own home
  - Senior residence
  - Other (please, describe)

Module #8 was used modified as follows:

1. For the question about the barriers in the situation, in addition to the words "...stood in your way, blocked..." was added "...or hampered you."

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW: (Module #3)

1. WHY WENT TO LIBRARY (from checklist - to get services or materials relating to...):
   * *hobby or home*
   * *leisure or free time*
   * *relax or pass time.*

2. WHAT MATERIALS/SERVICES USED (from checklist - used and/or checked out....):
   * *magazines*
   * *research articles or journals*
   * *non-fiction books*
   * *encyclopedias or reference books*
   * *copy machine*

3. WAYS LIBRARY HELPED (from checklist):
   * *got ideas or understandings about something*
   * *got rest, relaxation, and a quiet retreat*
   * *got motivated to do something or feel good about myself, my decision or circumnstances*
   * *to calm down and ease my worries*
   * *feel like I belonged and was not alone*
   * *got pleasure, entertainment or happiness*

LIBRARIAN'S CHOICE INTERVIEW: (Module #8)
1. WHAT WAS INFORMATION NEED SITUATION: *I wanted to read the daily newspaper of India, Times of India, so that I can stay aware of things that are happening in my home country.*

2. BLOCKING EVENTS:

EVENT #1
2a. WHAT BLOCKED: *Palo Alto City Library does not subscribe to the Time of India.*
2b. HOW BLOCKED: *I could not go to my city library to read the newspaper. I did not have access to it.*
2c. HOW MUCH BLOCKED: *Very much.*

EVENT #2
2a. WHAT BLOCKED: *Palo Alto City Library referred me to San Jose Public Library because they were supposed to subscribe to it. But San Jose didn't have it because it was lost or missing or they were no longer getting it.*
2b. HOW BLOCKED: *I still did not have access to the newspaper.*
2c. HOW MUCH BLOCKED: *Very much.*

EVENT #3
2a. WHAT BLOCKED: *Palo Alto City Library told me that Stanford University subscribes to the newspaper, but I can only get into that library for free seven days a year and I can't afford to buy a card that would permit me daily access.*
2b. HOW BLOCKED: *I still did not have daily access to the newspaper. I actually did make a trip to Stanford but found the last two weeks of the Times of India to be missing.*
2c. HOW MUCH BLOCKED: *Very much.*

3. QUESTIONS IN SITUATION:

QUESTION #1
3a. QUESTION: *Why are libraries indifferent to the requests of people from other countries to get newspapers (foreign) into the libraries? Why can't the library survey the users of the library to see if there are people who would like to have the library get/subscribe to foreign newspapers such as the Times of India. If there were at least 25 people who would be*

interested, then it would be worthwhile to subscribe, wouldn't it?
3b. COMPLETENESS OF ANSWER: *No answer.*
3c. HOW HOPED ANSWER WOULD HELP: *I hoped that the library would subscribe to the newspaper or provide a source whereby I could have daily access to the library.*

SENSE-MAKING INTERVIEW:
1. WHAT WAS INFORMATION NEED SITUATION: *Being a senior on a fixed income, I was trying to find out whether I should be in the stock market or other investment program. I want to get the best return on my money, but I don't want to put a lot of my own time and effort into worrying about it.*

2. BLOCKING EVENTS:

EVENT #1
2a. WHAT BLOCKED: *I couldn't go to a stockbroker because stocks are his business and he'd try to sell me only what he sells.*
2b. HOW BLOCKED: *I couldn't talk to a stock specialist.*
2c. HOW MUCH BLOCKED: *Quite a bit.*

EVENT #2
2a. WHAT BLOCKED: *I couldn't go to a financial advisor at Financial Services.*
2b. HOW BLOCKED: *It was too expensive.*
2c. HOW MUCH BLOCKED: *Quite a bit.*

EVENT #3
2a. WHAT BLOCKED: *There are so many books in the library on the subject that I couldn't find what I needed.*
2b. HOW BLOCKED: *There's too much. I didn't know how to find what I need.*
2c. HOW MUCH BLOCKED: *Quite a bit.*

3. QUESTIONS IN SITUATION:

QUESTION #1
3a. QUESTION: *How can I learn how to invest my money to get the best return but not spend too much of my own time?*
3b. COMPLETENESS OF ANSWER: *No answer.*

3c. HOW HOPED ANSWER WOULD HELP: *I want to invest my money in something that will give a good return on my money, but will enable me to forget about the process and not worry about the Stock Market.*

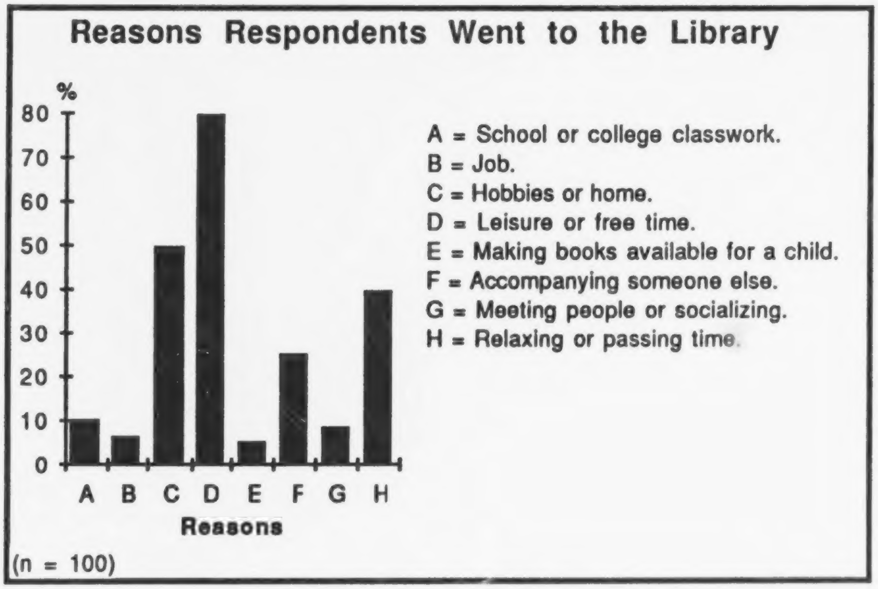
RESULTS:

Quantitative results were compiled only for the accountability study (Module #3):

1. DESCRIPTION OF WHEN RESPONDENT LAST VISITED A LIBRARY:

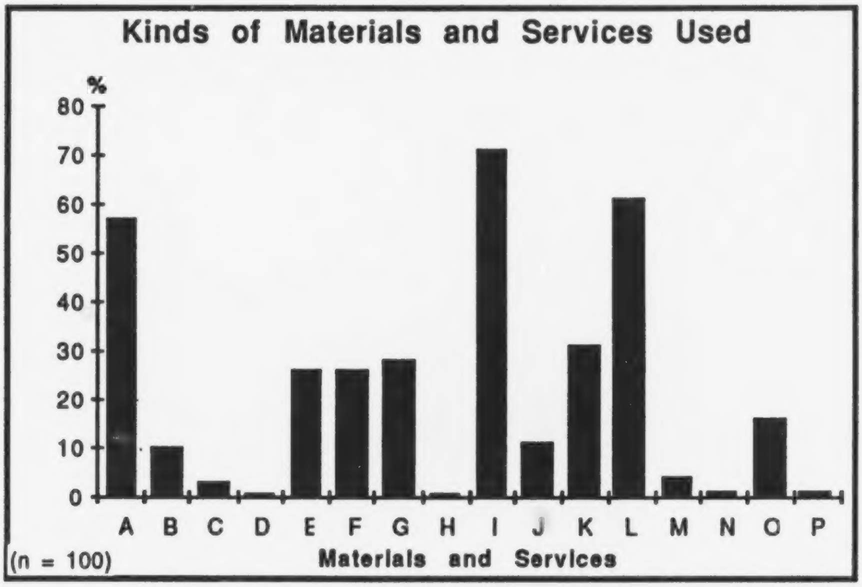
*46% in the last week
*27% 2 to 3 weeks ago
*11% 1 to 3 months ago
* 3% 3 to 5 months ago
* 7% 6 to 12 months ago
* 3% 1 to 2 years ago
* 3% more than 2 years ago

2. DESCRIPTION OF REASONS RESPONDENT WENT TO LIBRARY:



Unit of Analysis: The units of analysis are the 100 respondents.

3. DESCRIPTION OF THE TYPES OF ITEMS AND SERVICES RESPONDENT GOT AT LIBRARY:

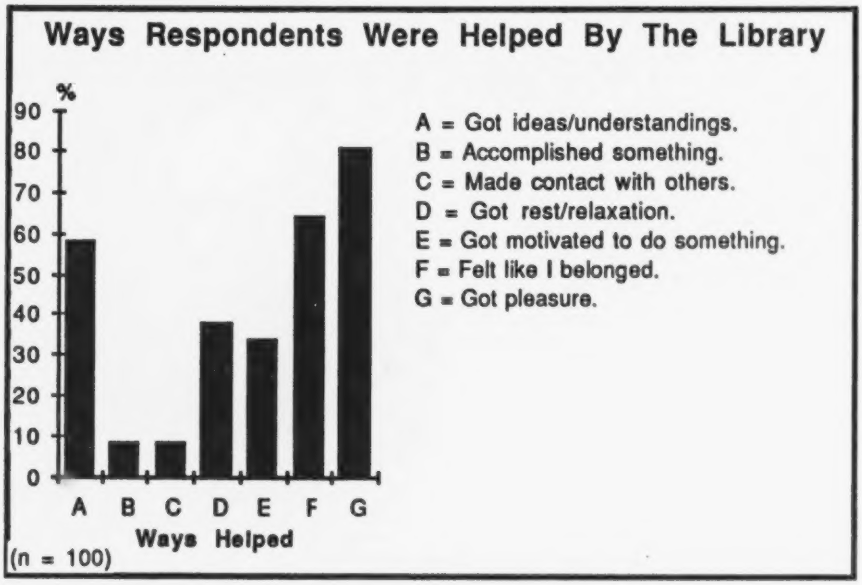


Unit of Analysis: The units of analysis are the 100 respondents.

Kinds of Materials and Services:

A=Used or checked out fiction books.
B=Used or checked out phonograph records or audio or video types or films.
C=Used the phone.
D=Used the typewriter.
E=Used or checked out magazines.
F=Used or checked out research articles or journals.
G=Used copy machine.
H=Used the library's literacy services or used things that helped people learn to read.
I=Returned materials previously checked out.
J=Used or checked out newspapers.
K=Used encyclopedias or reference books.
L=Used or checked out non-fiction books.
M=Used bus schedules.
N=Checked out art prints.
O=Used telephone books.
P=Used City Council Packets.

4. DESCRIPTION OF WAYS RESPONDENT WAS HELPED WHEN THEY WENT TO THE LIBRARY:



Unit of Analysis: The units of analysis are the 100 respondents.

PATTERNS IDENTIFIED BY LIBRARIANS IN DATA/RESULTS:

MODULE #3 (ACCOUNTABILITY ASSESSMENT):

Sampling result patterns
* Respondents enjoy the library.

* The Main and the Downtown Branch libraries are used by the majority of the respondents.

* Most respondents go to the Main LIbrary for reference needs.

* Male respondents go to the library for help with hobbies and research and are more likely to meet people there.

* Female respondents are more likely to go to the library to relax.

* Most respondents make frequent trips to the library (every three weeks) to check out fiction and non-fiction books and to return materials.

* Most use books rather than other kinds of materials.

* Respondents do not go to the library to socialize but to satisfy leisure and recreational needs.

* Few respondents live in senior residence housing.

* Respondents have a wide range of interests like other adults.

* Respondents use services popular with other adults.

Uses of library

* Many respondents use the library to do research.

* Most feel like they belong when they are at the library and get pleasure and happiness.

* Many respondents did not use a library to get information to solve their problems.

Problems

* Many respondents were hesistant to ask the staff for help because they seemed too busy.

* Respondents were confused about library policies and services, such as reserving books and how new material is purchased.

* Some respondents would like phone renewal because carrying books back and forth is difficult.

* Some respondents commented on the noisiness of the surroundings.

* Some respondents are discouraged about not getting material in a timely way.

* Many respondents don't drive or go out at night.

* Respondents have a perception that the library has limited funding for new books.

Likes

* Respondents are interested in such material as new books, computer, travel material, finance, personal and health material, consumer information and phone books.

* Respondents liked large-print material.

* Some respondents requested library tours and talks for groups.

MODULE #8 (INFORMATION NEEDS ASSESSMENT):

* Many situations didn't involve the library.

* Library did not succeed in helping people with their problems in many cases.

* People work independently of the library.

* Many troublesome situations go on for a long time without being resolved.

* Respondents seemed to be able to find straightforward information on their own, but information for more involved problems was more difficult.

* Primary need areas seemed to be research, consumer, and financial.

SPECIAL CASES IDENTIFIED BY LIBRARIANS IN BOTH DATA SETS:

* The 85 year old who still drives.

* The 85 year old who uses the bus.

* The Asian person who lives with his family.

* A man from India who is grateful to be a part of a community that gives such services. For lack of such services his life had been adversely affected.

* A woman from New York who thought the library should be set up as a meeting place. An intelligent, caring woman who was unable to find "community" after eight years in Palo Alto.

* A man who manages the "Saturday Market" who suggests that older adults might not readily offer criticism or suggestion for a change unless asked.

* The secretary who is deciding whether to retire or not.

* The man who said we should do more to meet the needs of the people.

* The individual who wants book reviews at the Downtown Branch.

* The individuals who had literary or genealogy interests and want the library to have programs on these things.

* An individual who had a problem with auto repair but did not get enough information to solve the problem.

* An individual who sought good, recent, easily digestible financial information.

* The respondent who went to dated materials to get information on cassette recorders.

* The man who selected books to read through Books In Print.

IDEAS FOR SYSTEM CHANGE:

Publicity

* Publicize library services that are under-utilized to older adults.

* Include library items on the City's monthly utility bill insert.

* Send flyers/brochures to Project Mobility providers and users.

* Inform older adult care providers in the area about library offerings (i.e. Urban Ministry, Homemakers Service, Caregivers, Inc.).

Accomodate needs of older adults
* Provide a shuttle bus service from the Senior Center with weekly pick up points at various locations.

* Have a map of all the library buildings available.

* Put up signs which read "Need help? Please ask."

* Change some shelving to accomodate physical needs of older adults

* Better lighting in all facilities.

Staffing
* Have staff training in order to become more sensitive to the needs and disabilities of older adults.

* Continue to have staff members interview library users and non-users.

* Be sensitive and appreciative of every point of view.

* Spend staff time to work on good book selection and shelf availability.

* Add an Older Adult Services Coordinator to staff.

* Have a Reader's Advisory Desk at the Main Library just to help.

* Train volunteers to staff this desk.

Materials
* Have more copies of popular materials and make them available faster.

* Have special displays at the Main and Downtown branches which might contain:
    - medical reference books

- activity directory
- material about travel
- material about recreation
- Federal/State programs
- financial information
- consumer publications

* Purchase large print books and paperbacks.

Specialized material and services

* Offer frequent tours of the library.

* Provide a "chatting" area for socializing in the Downtown and Main Libraries.

* Provide a place to "check" packages.

* Provide specialized flyers and bulletin boards on topics like retirement and finances.

* Provide constantly updated material to help address most asked retirement and financial questions.

* Provide referral to low cost financial services.

* Have more older adult programs inside and outside the library on consumer and financial topics.

* Place written library policies in a prominent place such as a "Fact Sheet" rack.

* Put a message in the computer on the patron's record about the status of any request for material.

* Send a pre-printed postcard acknowledging patron requests and giving their status.

Staff/older adult interaction

* Staff members need to be aware of interactions because what gives older adults pleasure is often the interaction with a staff member.

* Staff members who interact with older adults need to be relaxed and not rushed.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* Confirmed the demographics about Palo Alto residents seen in other studies.

* Confirmed the assumption that the Main Library is used more by older adults.

* Confirmed the expectation that recreation would be the most mentioned use of a library.

* Respondents were complimentary about the library.

* Respondents were appreciative of library staff.

* Staff members saw gaps in their services.

* Got a better perspective of older adult patrons, raised consciousness about older adults.

* Pointed out things staff already knew but had not acted on.

* Helpful to know how older adults view the library and its services.

* Helpful to know how older adults are using (and not using) the facilities and programs.

REDWOOD CITY PUBLIC LIBRARY

MODULE #2
ACCOUNTABILITY ASSESSMENT
BRIEF OPEN ENDED QUESTIONS

MODULE #8
INFORMATION NEEDS ASSESSMENT
BRIEF OPEN ENDED QUESTIONS

TEST SITE:

Redwood City Public Library. Data compiled by Ned Himmel.

PURPOSE:

To assess how people in the city management obtain and use information in their jobs and what role the library has played and could play in meeting their information needs.

SAMPLING PROCEDURES:

The target group was the city management staff. Sampling was done in the following steps:

1. Selection of city management staff members was done through a city computer. It isolated the 62 people in the management classification and then picked 30 names at random.

2. From the time the sample was chosen until the interviews were scheduled, one person had left the city, one retired, and one retired a week after the interview. Thus, a total of 28 interviews were conducted. Interviewing took place February 1 - May 31, 1986.

3. One person read and assessed all the completed interviews. Based on the variance in consistency of questioning, two completed interviews were withheld because the interviewer led the respondent too much and had deviated from the set questionnaire so greatly as to endanger the validity of the results. A total of 26 interviews were used as the sample.

OTHER METHODS:

Interviewers

Interviewers included all Reference Librarians and the Interlibrary Loan Assistant for Redwood City Library. They were chosen to make the contact by the Library Director because this fit in with long run objectives of increasing library visibility and city-wide teamwork.

Interviewer preparation

Each interviewer was given a copy of the questionnaire, the names of their subjects, instructions on how to ask the questions, what interpretation was allowable, and what problems might occur.

Record of interview

Each person set up her own interview with the employee, met with the person, interviewed and recorded him/her. In all but the first interview, a Dictaphone recording machine was used and each interview was taped. The recording was then transcribed by a library volunteer and proofed by the interviewer.

Interviewing

Interviews were generally held at the respondent's office. In four cases, the respondents came to the library. Depending on the data that was given, the interviews lasted from 8 to 40 minutes.

Content Analysis

Two staff members read the responses and attempted to group them as tightly as possible within general observational categories.

SAMPLING RESULTS:

The following demographics describe the sample of 26:

1. LENGTH OF TIME RESPONDENT HAS WORKED FOR THE CITY:
   * 4% less than one year
   * 6% 1 to 3 years
   *19% 3 to 5 years
   *69% over 5 years

2. NUMBER OF PEOPLE RESPONDENT SUPERVISED ON THE JOB:
   *23% 0 to 2 people
   *12% 3 to 5 people
   *12% 6 to 8 people
   *54% over 8 people

3. NUMBER OF YEARS OF SCHOOLING OF THE RESPONDENT:
   * 4% completed high school
   *19% some college
   *35% completed college
   *42% post-college

4. GENDER OF RESPONDENT:
   *73% respondents were male
   *27% respondents were female

5. WHEN RESPONDENT LAST VISITED A LIBRARY:
   * 8% over a year ago
   *19% last year
   *27% last 6 months
   *19% last month
   *27% non-user

FOCAL SITUATION:

1. Respondents were asked to "...focus on a recent situation in which you needed information to do your job or tried to make sense out of something on your job."

2. If so, did they "... ever use the library to get information or make sense of something to do your job."

QUESTIONNAIRE:

A modified combination of Modules #2 and #8 was used for this survey.

Modification of #8.

1. In addition to the words blocked and stopped, this study used "hindered."

2. If the respondent said they did not use the library, the interviewer moved on to the demographic questions. This study asked the following four demographic questions:

1. How long have you worked for the city?
    - (a) less than 1 year
    - (b) 1-3 years
    - (c) 5-8 years
    - (d) over 5 years

2. How many people do you supervise directly?
    - (a) 0-2
    - (b) 3-5
    - (c) 5-8
    - (d) over 8

3. How many years of schooling do you have?
    - (a) less than high school
    - (b) finished high school
    - (c) some college, vocational/trade school
    - (d) finished college
    - (e) post-college schooling

4. Male or Female?

Modification of #2

If the respondent had used a library to get information, the interviewer asked the questions of Module #2 with the following modifications.

1. Right after establishing the visit to the library, the following demographic question was asked:

    1. About how long ago did this visit occur? Would you say:
        - (a) within the last month
        - (b) last six months
        - (c) within this year
        - (d) more than one year ago

2. The blocking question was phrased "...did anything happen that blocked or stopped you or stood in your way; made it harder for you?"

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHAT WAS THE JOB SITUATION IN WHICH YOU NEEDED INFORMATION? *I had two situations in which I needed information yesterday. I needed to know what the legal requirements for hiring a 14 year old would be in accordance with the labor code, fair practice standards, etc. I also needed to know if a particular police applicant's arrest record constituted a bonofide occupational disqualification.*

2. BLOCKING EVENTS:

EVENT #1:

2a. WHAT BLOCKED? *Labor laws are scattered over different volumes of information. Usually we are talking about volumes of laws and regulations. It's the difficulty of trying to assess the problem of where it is covered, and no centralized point that you can go to to answer the question.*

2b. HOW BLOCKED? *I had to make decisions without all the available information I really needed so I did not feel 100% comfortable in making the decision.*

3. WHAT LED TO LIBRARY CONTACT: *I needed information about a historical event that occurred in Redwood City in order to determine the retirement contributions of a widow of a former police officer and what she would be eligible for.*

4. HELPFUL EVENTS:

EVENT #1

4a. WHAT HELPED: *The library was able to get me that information in about half a day, and I had the newspapers I needed on my desk.*

4b. HOW HELPED: *It helped me gather the information I needed to write the council reports and gave the situation more credibility.*

4c. HOW MUCH HELPED: *In that situation it was critical. I could not have done it without the library.*

5. BLOCKING EVENTS:

EVENT #1
5a. WHAT BLOCKED: *My own blockage.*
5b. HOW BLOCKED: *I don't think of the library as being able to provide me with technical information in labor law areas.*

EVENT #2
5a. WHAT BLOCKED: *I don't know your system.*
5b. HOW BLOCKED: *I don't have knowledge as to who to touch base with there, to go through the problem identification process and resource identification process.*

EVENT #3
5a. WHAT BLOCKED: *I feel hesistant to use the library.*
5b. HOW BLOCKED: *I know you folks are busy, you deal with the public, and I don't want to put an additional responsibility on you.*

6. QUESTIONS DURING VISIT:

QUESTION #1
6a. QUESTION: *How does the library system work? How do I get and extract information from the library?*
6b. HOW GOT ANSWER: *I called the assistant librarian, told her what I needed. She referred me to someone in the library.*
6c. HOW ANSWER HELPED: *I had the article and I was ready to go.*

LIBRARIAN'S CHOICE INTERVIEW:
1. WHAT WAS THE JOB SITUATION IN WHICH YOU NEEDED INFORMATION? *I needed information about the city of Atherton, the population, the census data in that area, the number of workers, etc. in order to study the impact of a roadway. I needed other studies that regional agencies may have done on transportation*

2. BLOCKING EVENTS:

EVENT #1:
2a. WHAT BLOCKED? *In some cases, people do not want to release information; they feel their study is confidential so it is very difficult to access.*

2b. HOW BLOCKED? *I had to get second hand information, usually outdated., then I had to make asumptions which might not be appropriate to bring it up to date.*
2c. HOW MUCH BLOCKED? *It blocked me very much because in a way the study was invalid.*

3. QUESTIONS ON THE JOB:

QUESTION #1:
3a. QUESTION: *The questions I had were: where were people going to work, which way (south, east, west, north), how were they traveling?*
3b. COMPLETENESS OF ANSWER: *Yes.*
3c. HOW GOT ANSWER: *After some searching. I had to go through three or four different sources, I had to find out what studies were done, and what studies not done. I had to contact other agencies.*
3d. HOW ANSWER HELPED: *I was referred to the sources where I could find the information in specific reports.*

QUESTION #2:
3a. QUESTION: *What was there already? What studies were already done?*
3b. COMPLETENESS OF ANSWER: *Not really. For specifics I had to go out and measure the areas to approximate the amount of material.*
3c. WHAT PREVENTED COMPLETE ANSWER: *This is private property, there is a guard at the gate. They are not going to release any information.*

4. WHAT LED TO LIBRARY CONTACT: *We were trying to figure out some physics equations to calculate an accident; an object that was flung so many feet.*

5. HELPFUL EVENTS:

EVENT #1
5a. WHAT HELPED: *Your people were good. They directed me right to the book.*
5b. HOW HELPED: *I was able to look it right up.*
5c. HOW MUCH HELPED: *Very much. It was the final solution. It was useable.*

6. BLOCKING EVENTS:

EVENT #1
6a. WHAT BLOCKED: *You don't have enough room*

EVENT #2
6a. WHAT BLOCKED: *I don't know where you keep your technical library.*
6b. HOW BLOCKED: *I have to ask.*

A SENSE-MAKING INTERVIEW:
1. WHAT WAS THE JOB SITUATION IN WHICH YOU NEEDED INFORMATION? *Our day care program has to be licensed by the state and I had to find out through Community Care licensing exactly what we needed: if we could get waivers, if we could do the streamline form since we are a public agency, if there was an orientation, did I have to go to it, when was it.*

2. BLOCKING EVENTS:

EVENT #1:
2a. WHAT BLOCKED: *The wishy-washiness of state Community Care licensing in Campbell...it wasn't until this last March that finally someone said yes, you do have to be licensed.*
2b. HOW BLOCKED: *They wouldn't send things to me, they didn't know answers to simple questions. They were very vague on the whole thing. Nobody wanted to take responsibility for saying that yes we needed to have a license.*
2c. HOW MUCH BLOCKED:*Very much. Because of the time involved since it is such a complex process.*

3. QUESTIONS IN JOB SITUATION:

QUESTION #1
3a. QUESTION: *I had to find out if we did qualify for the streamline package, exactly what the requirements were, what could be waived because we are a public agency, what the time-line is.*
3b. COMPLETENESS OF ANSWER: *Partial.*
3c. HOW GOT ANSWER: *Right now we are in the process of getting some through our consultant.*
3d. HOW HELPED: *It let us go on with the process.*

3e. WHAT PREVENTED COMPLETENESS: *The fact that the people at the licensing did not know all the answers and they've had to research it and we've just not got calls back yet.*

4. WHAT LED TO LIBRARY CONTACT: *We were getting ready to do in-service training for our summer leaders and I wanted to do a teambuilding exercise. I had been to a workshop about a year previously and the facilitators had used a book with an exercise in it that I wanted. I went to the library to research what that book was.*

5. HELPFUL EVENTS:

EVENT #1

5a. WHAT HELPED: *The willingness of the reference librarians to take what little information I had and that they could give me choices to see if one were the right book.*

5b. HOW HELPED: *I ended up with the right book.*

5c. HOW MUCH HELPED: *Very much. I wanted that definite exercise in that book.*

6. BLOCKING EVENTS:

EVENT #1

6a. WHAT BLOCKED: *The lack of knowledge on my part as to exactly what the book was or who the author was.*

6b. HOW BLOCKED: *Because I couldn't just go to the library and figure it out. It took a lot of help from somebody else.*

6c. HOW MUCH BLOCKED: *A little.*

RESULTS:

Following are the summary classifications of the responses from the questionnaire. They are grouped within general observational categories. In most cases, the two top responses represent a majority of opinions expressed. Responses are listed in descending order. Percentages and n's were not presented.

1. WHAT KIND OF INFORMATION NEEDS DID CITY EMPLOYEES HAVE:

* Becoming informed (laws, job specifications, historical information)
* Getting skills (technical data)
* Making contacts with others (who does what?)
* Acquisitions and cataloging of materials

2. WHAT BARRIERS DO CITY EMPLOYEES FIND IN THEIR SEARCH FOR INFORMATION

*Information is not available or accessible.
*Time
*Not knowing where to go
*Having to use an intermediary
*Whoever was asked for information did not know
*Contact person not available
*Lack of participation by another needed person
*Interrupting someone
*Information inconsistent
*Not wanting to make a decision

3. WHERE DO CITY EMPLOYEES GO TO FIND INFORMATION:

*Other agencies (outside city, other cities, counties, associations)
*State agencies (used for almost any regulations needed)
*Books/informational materials in their own offices
*Other city departments
*Other people within their departments
*Outside experts
*Library
*Written information outside office, but not from library

4. HOW WERE CITY EMPLOYEES HELPED BY THE LIBRARY:

*Got information needed
*Got fast service
*Got understanding
*Knew what to do when they were in the library
*Could take books back to their own offices
*Having a contact person
*No interference with their research
*Staff friendly.

5. HOW WERE CITY EMPLOYEES BLOCKED BY THE LIBRARY:

*Had to come to the library to get information
*Library not direct enough - another step needed
*Did not understand how the library works
*Could not find information on own - had to refer through library
*Not knowing what own question was
*Not having a contact person

* Library too busy.

6. WHAT WOULD HELP THEM AT THE LIBRARY:
   * Learn how the library works
   * Not have to come to the library to access information
   * More room
   * Seeing tables of contents of new periodicals

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

General impressions

* City employees seem similar to general public in the perceptions of the library.

* Many view the library as more recreational than informational.

Misunderstandings about the library

* Most have no idea how the library works.

* They do not use the library because they do not understand how it works.

* Employees want correct answers quickly, but do not want to bother the library staff already serving the public.

* Employees are unsure how much they can ask of the library or whom they can ask.

* Many thought the staff would be too busy to bother with their questions.

* Several thought all information is available on a computer if they only had access to one.

Good understandings about the library

* Those who had a good idea of how the library works use it and appreciate the good service they have experienced.

* They appreciate having a personal contact at the library and receiving items personally directed at them.

* Most city employees were using the appropriate resources for answers.

Frequent employee information access behaviors

* Many do not use the library because they have their own resources or network.

* Employees often act as own intermediary and view the library as adding an unnecessary additional step.

* Employees often act as own original source who decides how best to do something.

* Employees need a lot of legal interpretation, but go many routes to find these interpretations, and often end up trusting their own.

* Many questions city employees have could not have been easily answered in the library.

* The library serves as a last resort if their normal network does not prove fruitful.

IDEAS FOR SYSTEM CHANGE:

Better service in general

* Should and will provide basic service to city employees.

* Better publicize what we do with information on how to contact the library, times we are available, what we have in our collections, and what else we can obtain.

* In particular, publicize the fact that the library has State regulations so they do not have to call the capital for the information.

* Bend the rules a little so that city employees can take reference books to their offices.

Develop information service for city

* Do an inventory of city departments to see what they have that we or other departments could use and what other documents we or othe departments need.

- Visit a library that already has a city information service to see how they began and what the pitfalls are.

- Have one or two librarians begin developing expertise and gathering all the data and putting it together, as well as serving as cheif contacts.

- Have all Reference Librarians be available to answer questions as they come in.

- Have specialists to answer questions as they come in.

- Have each librarian be given responsibility for a city department and become the contact person and information gatherer for that department.

- Design standardized questionnaires to compile information from each department.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

- Many things learned can be translated to general public.

- Gives a good basis to formulate a working plan for a new service.

- Considerations for future action now backed up by hard data and learned knowledge of employees information needs.

- Library cannot and should not necessarily be the first resource employees use for information.

- Learned that the library can play a part in many of their information quests.

- Were proud of the service and collection when employees used library.

- Learned how little some employees knew about the library.

- Employees are possible resources for the library and the general public.

* Library staff got a real appreciation for what other city employees do, how dedicated they are to their work, and a respect for the information-need situations they face.

* Getting to actually meet and converse with the employees increased a feeling of teamwork in the city.

* Saw that city employees can be valuable resources for the library in its quest for information.

* New enthusiasm for taking up where this study leaves off.

* Doing interviews created a personal involvement in the information needs of employees and the ways in which the library can help.

SAN DIEGO COUNTY LIBRARY

MODULE #8
INFORMATION NEEDS ASSESSMENT
BRIEF OPEN ENDED QUESTIONS

TEST SITE:

San Diego County Library. Survey coordinated by Linda Wilson.

PURPOSE:

To study the information needs that San Diego County community leaders have in their various occupations.

SAMPLING PROCEDURES:

A sample of 100 community leaders in San Diego was selected as the target population. In order to obtain the sample, the following steps were taken:

1. The first step was to identify community leaders who lived or worked or did both in the area served by the San Diego County Library. This excluded seven cities which lie within San Diego County that are served by their own libraries. Community leaders were defined as elected or appointed officials, school superintendents or principals, church leaders, business leaders, or minority leaders.

2. The second step was to compile a list of names. This list was composed of names of community leaders gleaned from several sources:

   * Three regional center libraries supplied the names of community leaders in their regions.

   * All county department heads listed in the county office telephone directory were included.

   * Judges, members of Board of Supervisors, and administrative assistants of members of Board of Supervisors.

* A Dialog search of the databases for AMERICAN MEN AND WOMEN OF SCIENCE, STANDARD AND POOR'S BIOGRAPHICAL DIRECTORY and WHO'S WHO IN AMERICA including all county zip codes except for the seven excluded cities.

* The Library's Outreach Department supplied the names of 25 minority leaders.

The compiled list of leaders produced 1,267 names.

3. The third step was to use a random number table to select 150 names from the list to produce a sample of 100. The additional 50 names were to be used as replacements for people who had moved away, died, refused the interview, or could not be reached. 135 names were actually used to produce 100 completed interviews.

OTHER METHODS:

Interviewers

Four individuals connected in diverse ways with the San Diego County Library did the interviewing. They included a Supervising Librarian, an Administrative Intern, a Regional Library Director, and a Librarian in charge of a Governmental Reference Library.

Interviewing

The interviewers conducted 91 interviews in person, 9 by phone.

Etiquette

After the interviews were complete, the interviewers sent letters of thanks on County Library letterhead, a copy of the County Library brochure, and the most recent library newsletter to all those interviewed. County department heads were also sent information on the Governmental Reference Library.

SAMPLING RESULTS:

The following demographics describe the 100 respondents:

1. HOW LONG AGO RESPONDENT CONTACTED A LIBRARY:
   - *12% had visited a library in the last week
   - * 8% 2 to 3 weeks ago
   - *21% 1 to 5 months ago
   - *13% 6 months to a year ago
   - *20% 1 to 2 years ago
   - *27% more than 2 years ago

2. AMOUNT OF EDUCATION OF RESPONDENT:
   - *75% had post-college schooling
   - *11% had finished college
   - *10% had some college or vocational/trade school
   - * 4% had finished high school

3. AGE OF RESPONDENT:
   - *14% were 65 years or older
   - *49% were 50 to 64 years
   - *32% were 35 to 49 years
   - * 5% were 18 to 34 years old

4. ETHNIC/RACIAL GROUP OF RESPONDENTS:
   - *92% were white/anglo

5. TOTAL HOUSEHOLD INCOME FROM ALL SOURCES IN THE PAST YEAR:
   - *84% made $35,000 or more a year
   - *14% made less than $35,000 a year
   - * 2% refused to answer

6. GENDER OF RESPONDENT:
   - *83% male
   - *17% female

7. DURATION OF RESPONDENT'S PROBLEM SITUATION:
   - *27% more than 2 years ago
   - *20% 1 to 2 years ago
   - *13% 6 months to 1 year ago
   - *40% less than 6 months

   *67% of respondents had situations that were still in process

8. NATURE OF PROFESSION OF RESPONDENT:

* People from at least 39 professions were interviewed.
* Some professions included were mayors, judges, superintendents, editors, realtors, consultants, doctors, bankers, ministers, and county department heads.

FOCAL SITUATION:

Respondents were asked to tell "...what happened in the most recent troublesome situation you faced in your role as [occupation]?"

QUESTIONNAIRE:

Module #8 was used with the following adaptation. At the end of the series of questions about blocks the following question was inserted:

* Is there anything else?

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHAT WAS PROBLEM SITUATION: *An ongoing dispute with a union created a tremendous workload, bad feelings, loss of credibility, and unpopular decisions.*

2. BLOCKING EVENTS:

EVENT #1

2a. WHAT BLOCKED: *Because the employees were misinformed and misled, there was frustration. She was blocked by law from stating what the other side of the coin really was. The law doesn't give her the opportunity to present the total picture.*

2b. HOW BLOCKED: *She was prohibited from giving the facts to those who needed them.*

2c. HOW MUCH BLOCKED: *Very much.*

3. QUESTIONS IN SITUATION:

QUESTION #1

3a. QUESTION: *Is there a compendium of labor/management issues detailing those that had positive outcomes? In other words, is there an information bank of labor/management issues available to both sides?*

3b. HOW GOT ANSWER: *Through case law research and informal discussion.*
3c. COMPLETENESS OF ANSWER: *Partial.*
3d. HOW ANSWER HELPED: *It guided her process and kept her from making a mistake.*
3e. HOW HOPED ANSWER WOULD HELP: *Could have helped with her own future course of actions.*

QUESTION #2
3a. QUESTION: *What positive things have agencies done that didn't cost any money and that were ongoing day to day?*
3b. COMPLETENESS OF ANSWER: *No answer*
3c. HOW HOPED ANSWER WOULD HELP: *Could have helped her to design future progress and development strategies. It could have helped to educate managers and supervisors to disseminate information.*

LIBRARIAN'S CHOICE INTERVIEW:
1. WHAT WAS PROBLEM SITUATION: *A minister who was counseling a 24 year old girl who's on drugs. She was given drugs by a family. The boys get girlfriends, give them drugs, and then have the girlfriends sell drugs for them.*

2. BLOCKING EVENTS:

EVENT #1
2a. WHAT BLOCKED: *He was blocked because he didn't know of an agency or hospital to send the girl to that didn't cost a lot of money.*
2b. HOW BLOCKED: *He didn't know who to call or where to turn.*
2c. HOW MUCH BLOCKED: *Very much.*

EVENT #2
2a. WHAT BLOCKED: *He was blocked because he was also not able to get her to stop taking the drugs.*
2b. HOW BLOCKED: *There was a physical substance impairing her reasoning ability and he was not able to get through to her.*
2c. HOW MUCH BLOCKED: *Very much.*

3. QUESTIONS IN SITUATION:

QUESTION #1

3a. QUESTION: *Are there places to send someone for drug treatment who has no money?*

3b. COMPLETENESS OF ANSWER: *No answer.*

3c. HOW HOPED ANSWER WOULD HELP: *He would have some place to send her.*

SENSE-MAKING INTERVIEW:

1. WHAT WAS PROBLEM SITUATION: *Respondent is a principal dealing with the issue of the school environment that parents want for their children centering around the quality of education in big and small schools and parents' choices.*

2. BLOCKING EVENTS:

EVENT #1

2a. WHAT BLOCKED: *It takes time for people to really observe and figure out what is going on. Parents are deciding without taking time to consider. The parents have prior assumptions and are unwilling to find out the facts. They think in a small school that the teaching is in the 1890's and they want better than that for their children.*

2b. HOW BLOCKED: *She felt frustrated because she isn't listened to and because the parents are unwilling to find out the truth.*

2c. HOW MUCH BLOCKED: *Quite a bit at first.*

3. QUESTIONS IN SITUATION:

QUESTION #1

3a. QUESTION: *What went on before she came here?*

3b. HOW GOT ANSWER: *She got the answer by asking people who were involved by having children in school or had a past history with the school. She used county resources to find out the history and become aware of it. They also developed good communications with a neighboring larger school board so there wasn't a lot of hearsay. They worked to clarify the situation. Both boards want what is best for the kids and they decided it is what the parents want.*

3c. COMPLETENESS OF ANSWER: *Complete.*

3d. HOW ANSWER HELPED: *It helped her realize the problem is not unique to her. She inherited a problem which had been going on for some time.*

PATTERNS IDENTIFIED BY LIBRARIANS FROM DATA:

* Most of the problems respondents reported were work-related.

* In most problem situations the library could not help.

* There are many specialized reference needs including information, referral, and legal. Experts in a field would be more likely to supply answers.

* Most problem situations had to do with work relationships with other people - issues that could not be addressed by a library.

* Many problem situations had to do with local politics, bureaucratic red tape, and environmental information which the library might not be able to help with.

* Respondents would not go to a library to help cut through bureaucratic red tape.

* Respondents did not think of the library as the place with the answers.

* Respondents want information faster than libraries can supply it.

* Respondents did not have many questions.

SPECIAL CASES IDENTIFIED BY LIBRARIANS FROM DATA:

* Only one problem situation dealt with libraries.

* The church leader who suspected child abuse.

* The owner of a shopping center who recognized the need to maintain control of his own sense of well-being even when the pressures of his job increased.

* The respondent who did not want to compromise the high standards he set for himself and his business, so he sold it and went to work elsewhere.

* The minister whose major tour of Israel was undercut by terrorist activity.

* The doctor who said that it would be helpful in the treatment of a patient to know how the injury happened.

* The chemical engineer who wanted an incredible library if money was no problem.

IDEAS FOR SYSTEM CHANGE:

Providing helpful material

* Provide more material that addresses issues related to dealing with the other people in work relationships.

* There needs to be more material about personnel, ethics, and psychology in business sections.

* The manuals and technical information that are available need to be publicized.

* More legal material relating to the lay person would be helpful.

Possible services

* Libraries should have all phone books.

* There should be database searching on demand.

Possible publicity

* Use words in the library publicity such as expert, research, and investigate.

* Brochures and flyers could be sent to businesses and firms about workshops that could help them.

* Pamphlets on topics of interest to community leaders could be distributed.

Miscellaneous

* There needs to be more space in the libraries.

* There needs to be additional phone lines at the library reference desk.

* Persons with collections could be invited to display them in the library in order to establish a relationship between the library and individual patrons.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* The data helped to give the librarians some idea of the problems and concerns which exist in the working world.

* Affirmed the need of the library to explore many different areas of information need.

* Got librarians out into the community and got some community leaders aware of the library.

SAN MATEO COUNTY LIBRARY

MODULE #1
ACCOUNTABILITY ASSESSMENT IN-DEPTH INTERVIEW

MODULE #7
INFORMATION NEEDS ASSESSMENT IN-DEPTH INTERVIEW

TEST SITE:

San Mateo County Library. Project overseen by Jannette Engel.

PURPOSE:

The purpose of this study was to obtain in-depth information about adult library user needs as well as accountability information on how well their needs were met by the San Mateo County Library.

SAMPLING PROCEDURES:

In order to produce a representative sample of users of the San Mateo County Library the following steps were performed:

1. The first step was to invite every adult user checking out material at the circulation desk from May 19 to 24, 1986 to participate in the survey. 228 persons filled out cards indicating willingness to be interviewed. The goal was to obtain 80 interviews.

71 interviews were completed.

OTHER METHODS:

Interviewer training

Potential interviewers were invited to attend either of two group session May 22 or May 23 where the philosophy behind this particular needs assessment process was explained. An outline of the planned process was explained. After these sessions, each person was asked to commit to doing four interviews. Anyone wanting to do more than four could do so. Interviewers were grouped into six small teams of 3 to 4 each for training, practice with interviewing, and support. A variety of question formats were experimented with during the small group training. A modified time-line format was adopted.

Fielding interviews
Respondent cards were distributed to interviewers who were then responsible for setting up appointments. Interviews were conducted during May, June, and July, principally at the Millbrae Library. Some were conducted in the respondent's home.

Recording interviews
Interviews were recorded by hand and later transcribed. Interviews lasted from fifteen minutes to one hour and fifteen minutes. Interviewers were told to record the interview context in the words of the respondent.

FOCAL SITUATION:

At the beginning of the accountability part of the questionnaire respondents were asked to recall "...what happened on your most recent visit to the library."

At the beginning of the information needs assessment part of the questionnaire, respondents were asked to focus on "...a recent situation (something which occurred in the past year) in which you needed information to do your job, or tried to make sense of something on your job or in your personal life."

QUESTIONNAIRE:

A questionnaire including Modules #1 and #7 was used with the following modifications:

Module #1:

1. The second question was rephrased to read:

"Now I'm going to read back to you the events related to this library visit just as you've given them to me (Read back from answer). Do you remember anything that happened that was particularly helpful..."

At the end of the Module #1 questions, Module #7 questions began.

Module #7:
2. The second question was rephrased to read:

"Now I'm going to reead back to you the events related to this situation just as you've given them to me. (Read back from answer) Do you remember anything that happened that was particularly helpful to you?"

3. No demographic questions were asked.

4. The following questions were added:

* When was the last time you visited a library?

* What library was it?

* How often do you visit a library?
  - once a week
  - once a month or more
  - less than 6 times a year

* What kinds of things do you come to this library for?

* Is there anything else you would like to add?

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:
1. WHAT HAPPENED ON MOST RECENT VISIT TO LIBRARY: *I had a dual purpose: books to return which were due and there was information on the reference shelves I wanted to look at. I returned the books first, then helped myself to the reference books. I like to read Standard and Poor's "Outlook" and sometimes "Value Line", too. Then I browsed.*

2. HELPFUL EVENTS:

EVENT #1
2a. WHAT HELPED: *Reference information.*

2b. HOW HELPED: *Reading "Outlook" give me a perspective on what is going on.*
2c. HOW MUCH HELPED: *Very much.*

EVENT #2
2a. WHAT HELPED: *Browsing. Having the new books separated.*
2b. HOW HELPED: *I wanted someting new on a topic I was interested in and didn't have to look at copyright dates.*
2c. HOW MUCH HELPED: *Some.*

3. RECENT SITUATION WHEN NEEDED INFORMATION: *I wanted to write a letter to the president of Borland International, a software company in Scotts Valley, CA.to complain because I couldn't get their software to work on my IBM computer. I looked through all the printed material that came with the software but I couldn't find the name of the president. It was important to me to send the letter to him, not just to the company. I went to the library and asked the reference librarian for help. He checked the California Corporations Directory but it did not have the company. The he suggested checking the magazine index on micro-fiche, and it had the name of the president, evidently a flamboyant man who is written about frequently.*

4. HELPFUL EVENTS:

EVENT #1
4a. WHAT HELPED: *The reference librarian steered me to the answer needed and I learned where books on California Corporations are.*
4b. HOW HELPED: *The library books helped me find the answers I was looking for.*
4c. HOW MUCH HELPED: *Very much.*

5. WHAT THINGS GO TO LIBRARY FOR: *To read Standard and Poor's . I'm a free lance writer and I look up odd little things; recent examples, kiwi fruit, California poppies, financial questions, collecting coffee and bottles.*

LIBRARIAN'S CHOICE INTERVIEW:
1. WHAT HAPPENED ON MOST RECENT VISIT TO LIBRARY: *I had a wonderful day here several weeks ago. I came in by myself about 2 p.m.; I had a meeting at 6. I got 4 to 5 books on decoupage. I'd*

brought paper and pen, and I wrote down the names of all the authors and the ones I like best. I found all the answers in one book. After spending an hour and a half to two hours reading the books I was enthralled, excited, enthused. I'd found everything I was looking for - all the answers were right there.

I was totally engrossed in what I was doing. I didn't hear the children coming in. It was like someone had opened a window and the birds came in. It was beautiful. They had a story teller with live animals. After I checked my book out, I still had an hour to kill so I tiptoed into the nursery room and watched the children's faces and the teacher. It was wonderful. It was just beautiful. Then I left.

It touched me so because I have lost two children and it brought back so many happy memories. I thought how forutunate these mothers were to have this facility and the children to learn and have fun at the same time.

2. HELPFUL EVENTS:

EVENT #1

2a. WHAT HELPED: *The young man who knows everything about the library found the books for me on the top shelf and got them down for me.*

2b. HOW HELPED: *Made me find the material I needed. It answered my question. I'd been working 6 months at home -- trial and error -- and I wanted to do it right with the proper equipment.*

2c. HOW MUCH HELPED: *Very much.*

EVENT #2:

2a. WHAT HELPED: *The atmosphere here and the children. It made my day very peaceful. It was such a lovely day.*

2b. HOW HELPED: *It got me in touch with my feelings again and my ambition to finish my project at home.*

2c. HOW MUCH HELPED: *Very much.*

EVENT #3:

2a. WHAT HELPED: *The girls behind the desk had a lot of suggestions, but they were busy. They referred me to the gentleman. Their enthusiasm was contagious.*

2b. HOW HELPED: *I got started on my project the right way- and now I'm half way through.*

2c. HOW MUCH HELPED: *Very much.*

3. BLOCKING EVENTS:

EVENT #1:
3a. WHAT BLOCKED: *It was very frustrating to me - I couldn't remember how to spell decoupage.*
3b. HOW BLOCKED: *It's frustrating when you can't find what you want or what to look for - the librarian at the desk couldn't find it either.*
3c. HOW MUCH BLOCKED: *A little bit.*

4. QUESTIONS:

QUESTION #1:
4a. QUESTION: *How do I do decoupage correctly.*
4b. COMPLETENESS OF ANSWER: *Complete.*
4c. HOW GOT ANSWER: *By reading books at the library.*

5. RECENT SITUATION WHEN NEEDED INFORMATION: *I have a problem with my home and I needed some answers quick. So I asked around various places outside the library where I knew I'd get the help I needed. I was given a list of books in the library on this particular subject that would either help me or answer my questions. On both counts I was able to find what I needed.*

6. HELPFUL EVENTS:

EVENT #1
6a. WHAT HELPED: *This is an ongoing crisis and nothing will alleviate it except knowledge.*
6b. HOW HELPED: *The library books helped me find the answers I was looking for.*
6c. HOW MUCH HELPED: *Some.*

EVENT #2
6a. WHAT HELPED: *The books helped me by showing me patience and tolerance and encouraging me to keep on doing what I'm doing.*
6b. HOW HELPED: *It got me through that crisis.*
6c. HOW MUCH HELPED: *Some.*

EVENT #3

6a. WHAT HELPED: *I met with my group that evening and told them what I'd learned and they all agreed with me that I should keep on doing what I was doing.*

6b. HOW HELPED: *Talking with friends gets me through each day.*

6c. HOW MUCH HELPED: *Very much.*

7. WHAT THINGS GO TO LIBRARY FOR: *Magazines, books, medical books, art books, craft books, peace and quiet, to be with people -- sane people.*

A SENSE-MAKING INTERVIEW:

1. WHAT HAPPENED ON MOST RECENT VISIT TO LIBRARY: *My mother's family was from Russia and there was an epidemic of smallpox. Her grandfather was not a doctor, but a naturalist and discovered a treatment for smallpox - it was like Chinese acupuncture and with it and oils he cured my mother. She was never scarred. I went to the library to find a book.*

2. HELPFUL EVENTS:

EVENT #1

2a. WHAT HELPED: *The library borrowed a 100 year old book for me. It was a 19th century book that was about the smallpox treatment done by my mother's grandfather.*

2b. HOW HELPED: *I like to experiment and this gave me the description of the apparatus he used.*

2c. HOW MUCH HELPED: *I was elated.*

3. BLOCKING EVENTS:

EVENT #1:

3a. WHAT BLOCKED: *In an old medical book and a dictionary I found the treatment mentioned but not described.*

3b. HOW BLOCKED: *I only found the name. I needed the technique to try it.*

3c. HOW MUCH BLOCKED: *Very much.*

4. RECENT SITUATION WHEN NEEDED INFORMATION: *I want to read all sides of issues. Libraries have limited collections of magazines from foreign countries. I would also like to see material by critics of religion. The library has an obligation to show all sides. We need to*

read about the Left and the Right. American newspapers don't cover European politics. I'm Danish. They don't translate the important books into Danish. I go to different libraries to read German books, and German, French and Spanish language magazines.

5. HELPFUL EVENTS:

EVENT #1

5a. WHAT HELPED: *French and German magazines at the library.*

5b. HOW HELPED: *Got a views of the news that I don't got from our newspapers.*

5c. HOW MUCH HELPED: *Very helpful.*

6. WHAT THINGS GO TO LIBRARY FOR: *New magazines in all languages. Check new shelf in sciences. Read some science reviews, newspapers, a Danish newspaper, a financial paper, and current European affairs.*

PATTERNS IDENTIFIED BY LIBRARIANS IN DATA:

1. DESCRIPTION OF INFORMATION NEEDS OF RESPONDENTS:

* An assessment of library user information needs showed that consumer needs (auto purchases, auto repair, appliance purchases) were the most frequently mentioned.

* Medical and health information needs were mentioned very frequently.

* Respondents were not always able to obtain the information they need from physicians.

* Self-help material was mentioned frequently.

* Respondents were highly motivated to come to the library for new books, to browse, and to find something that struck their fancy in order to get pleasure.

* Respondents who were parents expressed a high degree of interest in children's programs.

* Respondents who were parents used the time their children were in library programs to find materials of their own and to browse through periodicals.

2. DESCRIPTION OF HELPS RESPONDENTS GOT AT THE LIBRARY:

* Some respondents found the library staff helpful because:
  - "The staff don't make me feel foolish."
  - "There is a helpful and friendly staff."
  - "Staff expertise is very helpful."

* Some respondents found their use of library materials helps them start thinking.

* Some respondents got patience and tolerance, gained increased awareness, understanding, and new insights.

3. DESCRIPTION OF BLOCKS RESPONDENTS FACED AT THE LIBRARY:

Physical barriers

* Respondents found the arrangement of the library a block, especially:
  - physical barriers between the circulation desk and the reference desk
  - the arrangement and organization of books

Materials

* Respondents commented on the unhelpfulness of:
  - out-dated material on the shelf
  - the lack of current material because it was out in circulation

* Respondents wanted more new books and more copies of in-demand titles.

Services

* Respondents did not find the card catalog to be as helpful as it needed to be because it needed more cross-references.

* Library staff did not tell each respondent what could be done for them.

Respondent behaviors

* Respondents prefer to go to friends and neighbors for help.

* Some respondents seemed to be blocked because they did not ask for help or refused to because they wanted to be self-sufficient.

* Some respondents seemed to assume that the library did not have the material they want if they did not quickly find it themselves.

* Many respondents seemed to think they knew how to use a library when in fact they did not.

* Respondents did not want to be a bother, or they had incorrect assumptions about the library and since they did not ask, they assumed they were correct.

* Respondents seemed to look at only one place in the card catalog and if that subject had limited entries or no cross references they assumed there were no other places to look.

Time

* Many respondents were in a rush due to great pressures on their time, especially mothers with young children.

* Respondents under the great stress of time pressure did not have time to wait if something was not readily available; they required a "quick fix."

Confusion or non-understanding of library services

* Often respondents were unaware of some basic services and this prevented them from getting what they wanted.

* Respondents thought circulation staff were librarians and became confused when they were referred to the reference desk.

* Because of the confusion of being referred, blocking furniture between the circulation and reference desks, and running out of initiative, many respondents never made it from the circulation desk to the reference desk.

* Many respondents were unaware (or confused) that Milbrae Library is part of the Peninsula Library System and as such has access to material beyond the system which the local library can borrow for them.

SPECIAL CASES IDENTIFIED BY LIBRARIANS IN DATA:

* One respondent expressed the importance of mingling with people who care.

* Having a "happy", welcoming place is important. One respondent expressed how important the flowers in the library were.

* Ease of parking is a critical factor to many respondents.

* Many respondents placed a high value on the displays and exhibits in the library.

* Many respondents value the free material such as bus and train schedules.

IDEAS FOR SYSTEM CHANGE:

Materials

* The library needs multiple copies of periodicals in heavy demand.

* The library staff needs to rethink how it selects materials. Because librarians have a concept of a "well-rounded" collection, frequently a wide variety of materials is chosen rather than purchasing multiple copies of the items in great demand.

Services

* Change summer children's programs arrangements immediately because of the number of complaints made by respondents.

* Schedule night-time story hours to accomodate working parents.

* Add more evening phone reserve hours to make it easier for people to get through.

* Produce subject cards for the card catalogs promoting videos by subject.

Rearrangement of physical barriers

* Make major re-arrangements of materials in the Milbrae Library.

* Move furniture and clear objects from low stacks so there is a clear path between circulation and reference desks.

* Order stools so library users can sit down in the stacks and be able to see the low shelves.

Future studies

* Develop a short accountability survey that users could fill out each time they use the library. It would feature helpfulness of staff and identify if library users got what they needed.

* Develop mini-surveys that address specific programs in more depth (such as children's programs).

* Conduct a survey to review library hours open at all branches.

Publishing and publicity

* Publish a monthly New Large-Type Booklist.

* Publish and post a complete list of Books-On-Tape every few months.

* Write and publish "pathfinders" on hot topics such as AIDS, abortion, apartheid, child abuse, drunk driving, gun control, and parenting.

* Distribute "pathfinders" to appropriate agencies and persons.

* Publicize availability of video cassettes in newspapers, especially non-"feature" films.

More approachable staff

* Create a reference task force to develop techniques for "how to be more approachable."

* Find ways to convey to library users that although staff members appear busy, their first priority is to help them.

* Encourage staff to wear name tags that also indicate their position.

Signage and display

* Produce small signs to put up around the library that invite people to ask staff members for help.

* Have more special book displays, especially to tie-in to television programs or movies.

* Where space allows, use slant shelves to display new books.

* Add a sign over reference desks that says "??? Answered Here".

* Establish a Consumer table.

Review process

* Set up a new collection review schedule by subject so that we can review collections to determine what needs to be added and what removed.

* Develop a way whereby all libraries in the Peninsula Library System can share program information including staff and audience reaction to the program.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* Many staff members started to integrate the concepts into their daily work including "sense-making" words and phrases.

* Got new ways of seeing, different views, and a broader perspective.

* Are now more willing and more able to put themselves in library users' shoes.

* Became more aware that "little" things are very important to library users and we need to pay attention and not treat them as little.

* An increased awareness of the need to advertise the library more and to alert users to helpful ways to "work" our system.

* We also used respondents complaints about the limitations of the library building in our drive to obtain funds to upgrade our facilities.

* Made staff members more aware of what services we are offering, how library users feel about these sevices, and what additional services we might offer.

* The data initiated discussion about suggested innovations that could reverse negative trends in service.

* Realized the importance of a library in the lives of respondents.

SAN MATEO PUBLIC LIBRARY

MODULE #5
ACCOUNTABILITY ASSESSMENT
GROUP ADMINISTERED INTERVIEW

TEST SITE:

San Mateo Public Library. Study coordinated by Penelope Vogel.

PURPOSE:

The purpose of this study is for library staff members to obtain in-depth portraits of the San Mateo Public Library from the point of view of library users to provide data to be used in evaluating, redesigning, and planning library services and in public information and promotion campaigns.

SAMPLING PROCEDURES:

Random selection of respondents for this study was done in the following fashion:

1. The first step was to use a random number table to select time intervals during library hours when approaches to potential group members would be made.

2. The second step was to approach all patrons as they entered the building during these selected hours and ask if they would be willing to participate.

3. The third step was to weight the number of "yes" responses required for each day time slot.

4. The fourth step was to get 20 "yes's" for each group planned in order to make sure a minimum of 10 individuals actually participated. It was assumed there would be some cancellations and no-shows.

Of the 181 patrons who were approached, 81 said yes. Of the 81 who agreed to participate, 52 actually completed the group interviews.

The sampling procedures produced a sample of 52 respondents from all three libraries for four group interview sessions.

OTHER METHODS:

Approach materials
Staff who were to approach library users were given the "approach" schedule, a script, respondent sign-up slips, reminder and thank you sheets for the respondents, and a questionnaire for the approachers to complete.

Confirmation
Individuals who agreed to participate were called three or four days prior to their group interview date to reconfirm it.

Administration of group interview
Four group interviews of randomly selected users were administered by a facilitator. Two groups were composed of Central Library users and two groups were composed of Hillsdale Library and Marina Library users. Each group consisted of 10 to 18 users.

Closing etiquette
A letter was sent to respondents thanking and informing them that they would receive a summary report in late August.

Interviews
Interviews were transcribed and the data was compiled.

FOCAL SITUATION:

Respondents were asked to recall what "...led to the most recent contact [with a library]."

QUESTIONNAIRE:

Module #5 was used with the following modification:

1. These questions were omitted:
    * How did you get answers?
    * How did the answer actually help you?
      or
    * How did you hope the answer would help you?
    * If you didn't get answers, what prevented it?

SAMPLE GROUP INTERVIEW:

1. WHAT LED TO CONTACT:

1)*Came in to find novels to read.*
2)*Came in to find out the value of my car from the Kelly Blue Book.*
3)*Late.*
4)*Came to obtain consumer information.*
5)*Had to come in to get a computer library card. He wanted to check out travel books but was told he couldn't until he got a card.*
6)*Came in to get tax information.*
7)*Came in to read magazines, finds the chairs more comfortable at one branch library than others.*
8)*Came in today to conduct a Career Education meeting. He also likes to come in for business research and personal reading.*
9)*Came in to obtain information about New York City - was going to travel there and wanted to learn more about it.*
10)*Came in to copy tax forms and pick up some amended forms - also did some business research.*
11)*Came in to pick up tax forms .*

2. WHEN CONTACT OCCURRED:

1)*A week ago.*
2)*Three weeks ago.*
3)*Late.*
4)*About two weeks ago.*
5)*Two weeks ago.*
6)*Two weeks ago.*
7)*Last Saturday.*
8)*Today.*
9)*Three weeks ago.*
10)*Last Sunday.*
11)*Last week.*

3. WHERE CONTACT OCCURRED:

1)*Third floor and first floor new fiction.*
2)*Reference department.*
3)*Late.*
4)*Reference department.*
5)*Reference department.*
6)*Reference department.*
7)*Browsing room.*

8)*Art and Lecture rooms.*
9)*Reference department.*
10)*Reference department.*
11)*First floor to pick up tax forms and the third floor to browse through the Quarterdeck area.*

4. HELPFUL EVENTS:

EVENTS/HOW HELPED/HOW MUCH:
1)*Was asked to attend the needs assessment session. Find the library staff helpful.*
2)*On her way out, she noticed the Fitness display in the lobby; thinks having displays is a good idea; also found reference staff helpful.*
3)*Late.*
4)*Came into get Kelly Blue Book and found it which was helpful.*
5)*The books she wanted weren't here, but the librarian ordered them for her and they came in.*
6)*Came into look at magazines; likes one library because the hours are longer.*
7)*When she was looking up information in the reference area, she was pleased to find a circulating copy of the reference book she wanted. She need information on name changes and the librarian was very helpful in assisting her and finding the circulating copy for her.*
8)*Found it helpful that a librarian looked up and ordered a certain book this branch didn't have.*
9)*Found it helpful that this library has so many different newspapers.*
10)*Stated that she comes in to do research and feels that this library has a qualified staff who knows what they are doing.*
11)*Found general information on Canada that he needed. Found the staff helpful, better than at another branch where he felt rushed.*

5. BLOCKING EVENTS:

EVENTS/HOW BLOCKED/HOW MUCH:
1)*One library building is physically constructed in a way that gives the impression of coldness.*
2)*No block.*
3)*No block.*

4)*He did not have a computer library card and felt frustrated that he had to go to another branch to get one instead of being able to get one where he was at the time he needed it.*
5)*Had to use a large book which was hard to handle. Another three ring notebook (tax guide) almost fell apart when she used it because it was so worn.*
6)*The book she wanted was not available at one library and had to be ordered.*
7)*Came in to use the browsing room and found it too noisy; the wind comes through the doors and sounds like a wind tunnel. She also thinks it is in a bad location and has too much traffic.*
8)*The parking lot is crowded every time she comes in and she has to park on the street.*
9)*When she came in to obtain reference material, there was only one circulating copy.*
10)*No block.*
11)*The library needs more copies of reference material, current bestsellers, and novels in demand.*

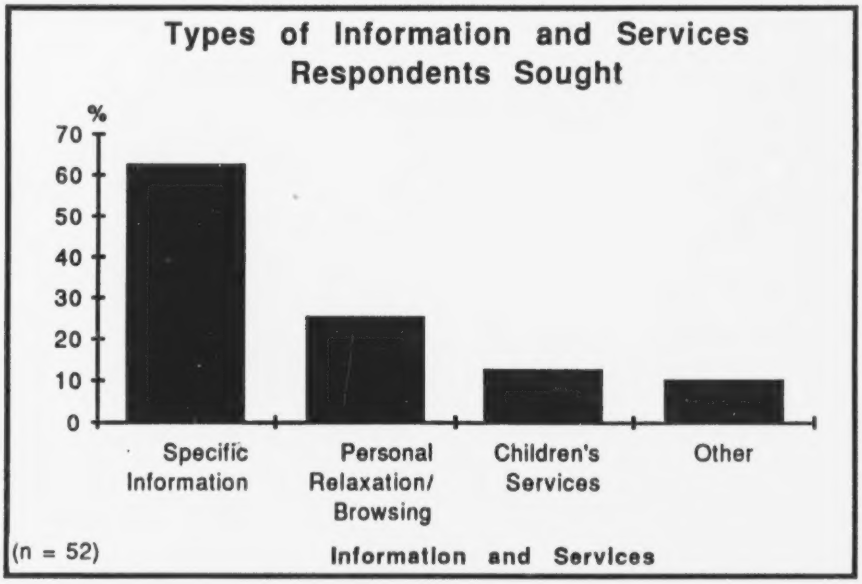
6. QUESTIONS:

QUESTIONS/GOT ANSWER:
1)*Why doesn't the library try to get more people into the library for job searching and business tools.?*
2)*Why doesn't the library have classes on library use?*
3)*Is there a sign in the reference area which states where catalogs are and is there any way they could be kept in better order? Had to ask a librarian to help her find a certain book because the catalogs were out of order.*
4)*Where can I get out of state phone numbers and addresses? Asked a librarian to help him locate certain addresses and phone numbers he couldn't find.*
5)*Why doesn't the library have more reference staff assigned on the desk, especially on weekends?*
6)*Why can't I find a particular book? Asked a reference librarian and was told what section was where she could locate the book.*
7)*What is my car worth? Found the answer in the Blue Book.*
8)*Who is the library for? (Felt that the library should obtain equal shares of novels for relaxed reading as well as reference materials. Doesn't feel he should have to pay more for reference material he doesn't use. Would rather see more copies of bestsellers.)*

9)*What part of the library budget goes toward the purchase of reference material?*
10)*Why can't there be a separate place for teenagers to have group studies.?*
11)*Why can't the library have video cassettes housed there?*

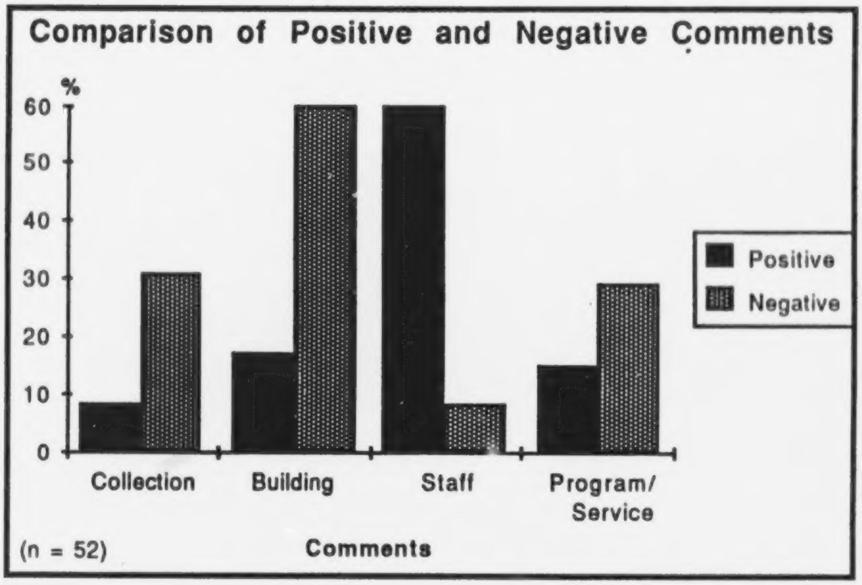
RESULTS:

1. DESCRIPTION OF TYPES OF INFORMATION AND SERVICES SOUGHT:



Unit of Analysis: The 52 respondents used the library for different types of information and services. The unit of analysis is the respondent.

2. DESCRIPTION OF A COMPARISON OF POSITIVE AND NEGATIVE COMMENTS MADE BY RESPONDENTS IN ALL THREE LIBRARIES:



Unit of Analysis: The 52 respondents made positive and negative comments about the collections, buildings, staff, and programs/services of all three libraries. The unit of analysis is the respondent.

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

General comments

* Staff is considered helpful at all three locations.

* All three library locations have regular users with positive attitudes toward staff.

* Positive statements were fairly general, while negative statements were specific and concrete.

* Respondents from the Central Library made aggressive and challenging statements, Hillsdale Library respondents seemed less focused, Marina Library respondents seemed relaxed and supportive.

* The ambience at the branches is more personal and informal, while the Central library is more formal and fast-paced.

Blocks

* Respondents discontented with the awkward arrangement and heaviness of the entry doors at the Central library.

* The noise level is too high on all floors at the Central library.

* Respondents often failed to ask for help.

* Respondents were often unaware of the variety of services the library offers.

* Respondents were unaware of but interested in the library budget, especially in terms of money spent on books.

Changes desired

* Respondents would like increased hours at all locations, especially branches.

* Respondents from all three locations want more books.

* There is a need for increased public relations and promotion of services.

Use of material

* There is a heavy use of periodicals at all locations, especially the Central library.

Use of programs/services

* The average use at all locations is twice a month.

* Respondents use other libraries in this system.

* Respondents use the Central library more for research and specific information, and use the branches more for browsing.

CASES MOST DISCUSSED BY LIBRARIANS:

* Provide separate reading areas for special purposes.

* Respondent who indicated Hillsdale staff could not help him locate an issue of the Christian Science Monitor.

* Respondent from Britain who sought a book on how to drive in the U.S. and was amazed he did not find anything.

* Respondents who wanted to know which libraries in the area specialize in what.

* Request for giving classes on "how to use the library."

* Respondent who wanted assistance finding good fiction.

* Student and parent observation that it made them feel good that such a program as the Project Read tutoring session was being done.

* Many Marina respondents who were concerned about the status of that library.

IDEAS FOR SYSTEM CHANGE:

Building changes

* Get a new building at Central library location.

* Have a quiet reading area at Central library.

* Provide more parking at Central and Marina locations.

* Enlarge the Hillsdale library.

* Replace entry doors at the Central library; maybe automatic.

* Provide a community room at the Marina Branch

Staff changes

* Have more informed staff available regarding referrals.

* Promote the asking of help through training staff in approach techniques, public relations, and library user education.

Service changes

* Provide increased branch hours.

* Increase staff on the reference desk on Sundays.

Funding for more material

* In order to purchase more books, try some of the following:

- fund raisers
- approach Library Board
- consider shifting fiction allocations
- have duplication instead of breadth
- brainstorm about collection development

Publicity

* Increase publicity by some of the following:

- print brochures describing services
- have a directory at the Central library
- make direct mailings to selected target groups
- use a 4th Avenue kiosk
- improve signage at library
- advertise in local newspaper
- increase public announcement spots
- include hours of all locations in the phone book
- create a paid staff position for public relations and programming

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

Reinforced understandings

* Reinforced the knowledge that there is support at a grass roots level for improved service.

* Reinforced the need for public relations in the library and community

Helped to understand users point of view

* Happy that, in general, library users found staff helpful.

* Helped to get to know library users better outside reference context.

* Helped to become more aware of what users do not ask.

* Were able to compare adult and child use due to another survey of branch use being done at the same time.

* Survey to determine random sample yielded helpful data in terms of quantifying high use of libraries.

Working on study

* Gave staff who do not directly work with library users an opportunity to talk with users.

* Provided a focus on the number of people using the library at specific times.

* Promoted team thinking.

* Became more comfortable approaching people to participate.

Future study

* The results helped us realize we need more and different data as well.

* Realized we need more information about users and non-users.

* Were encouraged to proceed with other modules and/or surveys.

SANTA CRUZ PUBLIC LIBRARY

MODULE #2
ACCOUNTABILITY ASSESSMENT
BRIEF OPEN ENDED QUESTION

TEST SITE:

Santa Cruz Public Library (Central Branch). Data compiled by Merritt Taylor.

PURPOSE:

To evaluate the public perception of the telephone reference service currently provided by the Library's Central Branch.

SAMPLING PROCEDURES:

The study of reference queries made by telephone was limited to calls to the Central Branch. The Library system's other seven Branches were not included. Samplng was done in the following steps.

1. An assessment was made of the usual reference load. The Central Branch handles approximately 3,100 reference queries a month. Of these, approximately 30% are phone requests.

2. A determination was made of desired sample size. A sample size of 100 questions, drawn over an eight-week period and thus representing 1.61% of all calls, was determined to be adequate.

3. The time period March 15 to May 10, 1986 was selected for sampling. It was decided, after pre-testing, that two calls would have to be made to obtain one complete interview. For this time period, the usual daily log at the Reference desk was modified to get patron names and phone numbers along with the nature of the question asked. The goal was to interview every 7th person who called in with a reference question during this time period. If the selected respondent refused or was unavailable, he/she was replaced with the next phone # listed. Successful interviews were completed with 100.

OTHER METHODS:

Interviewing

Interviewing was completed by a hired professional interviewer who had experience in phone work as well as in various departments of the library. The interviews were conducted during the library's open hours including morning, afternoon, evening, and weekend times. Interviewing was completed approximately one week after the patron's original query so that the patron would remember the call but have had sufficient time to evaluate the usefulness of the information received.

Pre-testing

A pre-test of five interviews was conducted in order to test wording changes and to familiarize the interviewer with the questionnaire format.

Analysis

Analysis of the data was completed by the Santa Cruz professional librarians assigned to reference work.

FOCAL SITUATION:

Respondents were asked "...what led you to make your most recent phone call to the Central library reference desk?"

QUESTIONNAIRE:

Modified Module #2.

1. Instead of the word "blocked" this study used "bothered" and "stood in your way somehow."
2. For demographic purposes, the questions asked were:

  * Was the Central Library the first library you contacted, or were you referred to it by another library?
  * Was the information for school, your job, personal reasons, or other?
  * If you called for your job, what size company do you work for (range of # of employees)? Self-employed?

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHAT LED TO CONTACT: *Called to settle an argument about the population of Las Vegas. The library is always so good about answering questions.*

2. HELPFUL EVENTS:

EVENT #1

2a. WHAT HELPED: *Responded quickly and then called again just in case. He thinks it's wonderful that the library does respond and does call back and that they're interested in helping the public.*

2b. HOW HELPED: *He thought the other person's estimate was too high and he was proven right.*

2c. HOW MUCH HELPED: *Very helpful.*

LIBRARIAN'S CHOICE INTERVIEW:

1. WHAT LED TO CONTACT: *Her husband suggested years ago that the library was a good place to get information, she's been using it ever since. The librarians look up things she'd have to come in to do. She needed information on the toxicity of creosote.*

2. HELPFUL EVENTS:

EVENT #1

2a. WHAT HELPED: *The librarian gave her the phone number of the EPA in San Francisco. The had more information than the library.*

2b. HOW HELPED: *They are building a fence and their carpenter is using creosote on the wood. She wasn't sure it was safe, thought the smell might be dangerous to her children. EPA wasn't sure about the smell, but suggested that they epoxy or polyurethane the fence so it would be safe to touch.*

A SENSE-MAKING INTERVIEW:

1. WHAT LED TO CONTACT: *She didn't have the information for a paper she was writing anywhere at home and knew the library would have it.*

2. HELPFUL EVENTS:

EVENT #1

2a. WHAT HELPED: *The librarian called her back with the information that helped her finish an article she was writing.*

2b. HOW HELPED: *Her teacher was very impressed with the information.*

2c. HOW MUCH HELPED: *very helpful*

3. QUESTIONS DURING VISIT:

QUESTION #1

3a. QUESTION: *A question of clarification.*

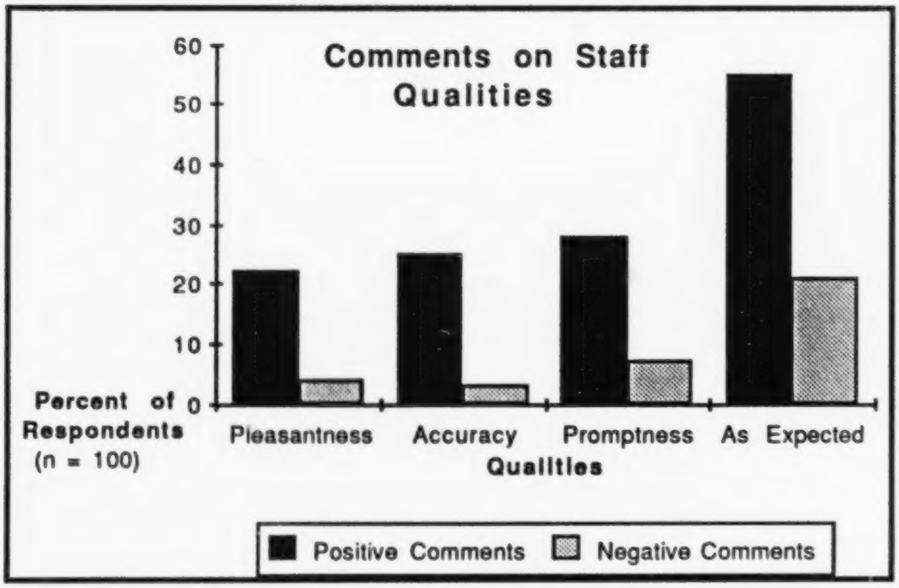
3b. COMPLETENESS OF ANSWER: *partial*

3c. HOW GOT ANSWER: *The librarian read the whole passage from a book and she wasn't able to get it all down.*

3d. WHAT PREVENTED COMPLETE ANSWER: *She wanted the librarian to give her specific information from the book instead of reading the whole thing.*

RESULTS:

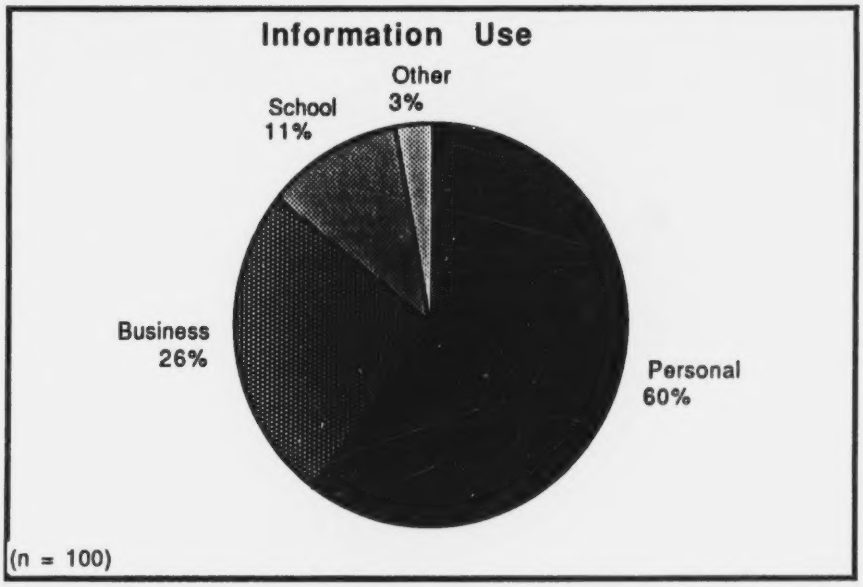
1. DESCRIPTION OF PATRON PERCEPTIONS OF THE REFERENCE PHONE SERVICE:



Units of analysis: 100 respondents. For pleasantness, 74% made no comment; accuracy, 73%; promptness, 65%; and as expected, 24%.

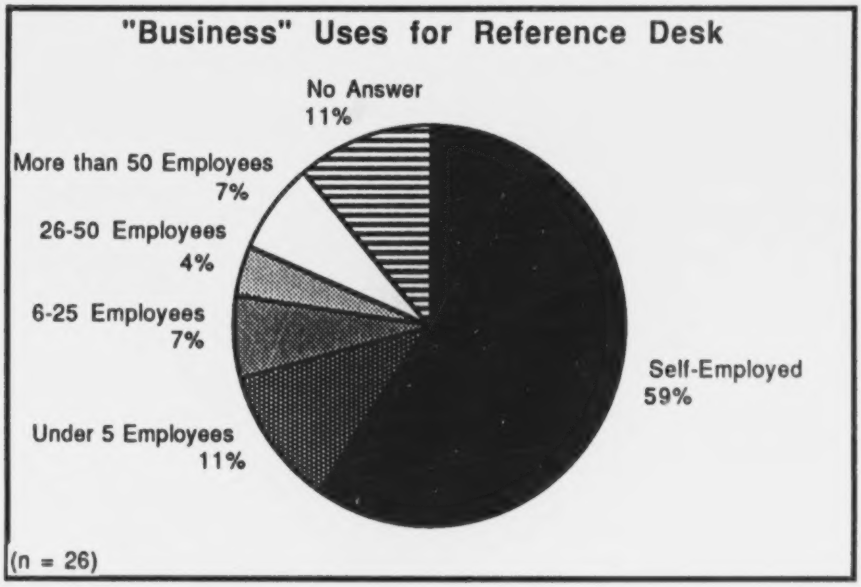
Definitions of categories: The total response of each respondent was content analyzed to determine if they had mentioned any of the four dimensions of concern in either a positive or negative way while evaluating the reference situation. See Content Analysis appendix.

2. DESCRIPTION OF CONTEXT FOR USING ANSWERS PROVIDED BY REFERENCE DESK:



Units of Analysis: The 100 respondents. Responses were content analyzed. See Content Analysis appendix.

3. DESCRIPTION OF NATURE OF EMPLOYMENT OF THOSE USING THE LIBRARY FOR "BUSINESS" USES:



Units of Analysis: Of the 100 respondents, 26 indicated a "business use" call to the reference desk. These 26 were asked to identify the nature of their business. Most identified themselves as self-employed, the rest identified themselves as working in businesses of various sizes. These are actually two dimensions: those who regard themselves as self-employed (who may in fact manage other people), and those who regard themselves as members of a business of some size.

4. DESCRIPTION OF OTHER CATEGORIES DESCRIBING THE CONTACT

* Only 7% of the 100 respondents were referred from another Branch.

* 16% of the requests were for a specific book or magazine title.

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PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

Perception of librarians

* Attitude of the librarian answering the phone queries was very important to patrons, even more important than whether the answer given is correct.

* Promptness of response is important, or at least patrons wished to be called back at the time promised.

* Even if the answer was not provided, patrons were grateful for the service. They did not blame the staff for not having the information.

Perception of reference service

* Patrons appreciated the time savings of telephone reference service, in that they didn't have to make a trip to the library.

* Many patrons were surprised to learn about reference phone service.

Patron query behavior

* Most patrons call for specific types of information

* There were not many referrals from other Branches. The Central Branch is seen by patrons as the main reference source.

SPECIAL CASES IDENTIFIED BY LIBRARIANS FROM DATA

* The cases where the patron complained that the Library was too slow, or that they had found the information elsewhere.

* The interviews in which a librarian was criticized as being curt or harried.

* The patron who regretted that the Library does not have a TV phone.

* The respondent who wondered if the librarian who had answered the question was single.

* A medical question which was answered (incorrectly), although the library's policy is to not answer such questions.

* The newspaper reporter who wanted information which the staff provided by his deadline.

* The student who needed a copy of a play and couldn't find it anywhere else, but did at Santa Cruz.

* The person looking for information on creosote, who was eventually referred to the EPA.

* The patron who was looking for automobile accident statistics. The Library didn't have what she wanted, but the alternative turned out to be even more helpful.

IDEAS FOR SYSTEM CHANGE:

* Give better time estimates to patrons, or call back with status reports so that the patron knows what progress is being made.

* Publicize the other Branches as sources of reference information, not just book depositories. Many questions could be answered by Branches other than Central.

* Publicize telephone reference service, letting people know what can and cannot be done by phone.

* Present workshops to staff on projecting a more positive attitude during periods of stress.

* Expand reference collection, particularly for self-employed and small businesses.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* Useful in learning how people perceive the Library, its staff, and its service; how people experience the interaction with the reference desk staff members.

* Means for reminding the staff of its shortcomings, and in identifying areas for change.

* Also showed how well we were doing. The affirmation received was highly valuable.

* The evaluation process, particularly the group discussion, was a useful means for conducting a focused discussion of reference service. Staff were able to articulate and discuss with one another how they view their work versus how patrons view it.

* The affirmation received from patrons was highly valuable, since it is so rare.

* Made staff more aware of difficulties in conducting evaluations based on output measures.

SHASTA COUNTY LIBRARY

MODULE #8
INFORMATION NEEDS ASSESSMENT
BRIEF OPEN ENDED QUESTIONS

TEST SITE:

Shasta County Library. Survey coordinated and prepared by Diane Duquette. Interviews completed by David Biek, Diane Barry, Elaine Crowe, Shirlene Mantei, Raymond Van Diest, Carolyn Chambers, and Betty Avery. Data analysis by Ellen Marr, North State Cooperative Library System Advisory Board Member, with Diane Barry and David Biek. Transcription by Dorothy Cupp, Barbara Connor, Ramona Jenner, Joyce Crawford, and Charlotte Farmer.

PURPOSE:

To assess, describe and study troublesome job-related situations of Shasta County department heads and elected officials to determine their information needs.

SAMPLING PROCEDURES:

The target population was all county department heads and elected officials in Shasta County.

1. The first step was to choose a selection of 30 department heads and elected officials. In addition to county department heads and elected officials, two City of Redding employees, one assistant department head, and one agency head were included. The additional individuals were chosen to establish better communication links between the library and their departments to facilitate potential cooperative programming efforts.

2. The second step was to contact the chosen individuals. 30 individuals were contacted. 5 individuals were unable to complete interviews for various reasons. 25 individuals completed interviews.

OTHER METHODS:

Interviewers

Librarians were chosen to participate rather than outside interviewers for two reasons:

- * To familiarize staff with the interview process (neutral questioning techniques).
- * To establish better communication between the library and county department heads and elected officials.

Recording interviews

All interviews were recorded on audio cassettes and were later transcribed using Dervin's suggestions for recording responses.

Processing interview material

Interviews were coded, analyzed, and interpreted by a committee of three library staff and one citizen advisory member.

SAMPLING RESULTS:

The following demographics describe the 25 respondents:

1. NUMBER OF PERSONS IN HOUSEHOLD:
   * 8% had one person in the household
   *32% had two
   *20% had three
   *28% had four
   * 8% had five or more
   * 4% no answer

2. NUMBER OF PERSONS IN HOUSEHOLD UNDER 18 YEARS OF AGE:
   *42% had none in the house hold under 18
   *25% had one person
   *17% had two persons
   * 8% had three or more persons
   * 8% no answer

3. AMOUNT OF EDUCATION OF RESPONDENT:
   * 4% had completed high school
   *16% had completed some college, vocational/trade school
   *44% had completed college
   *36% had post college schooling

4. AGE OF RESPONDENT:
   - *12% were 25 to 34 years
   - *60% were 35 to 49 years
   - *28% were 50 to 64 years

5. ETHNIC/RACIAL GROUP OF RESPONDENTS:
   - *100% were white/anglo

6. TOTAL FAMILY INCOME FROM ALL SOURCES IN THE PAST YEAR:
   - * 4% were 25,000 to 30,000
   - * 4% were 30,000 to 35,000
   - *88% were 35,000 or more
   - * 4% no answer

7. GENDER OF RESPONDENT:
   - *84% male
   - *12% female

8. HOW LONG AGO RESPONDENT CONTACTED A LIBRARY:
   - * 4% 1 to 2 years ago
   - *12% 6 months to a year ago
   - *17% 3 to 5 months ago
   - *21% 1 to 3 months ago
   - *21% 2 to 3 weeks ago
   - *17% within the last week
   - * 8% no answer

FOCAL SITUATION:

Respondents were asked to "...tell what happened in their most recent situation at work which was troublesome to them."

QUESTIONNAIRE:

Module #8.

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. WHAT WAS PROBLEM SITUATION: *We had a legal question on water rights and regulation of power that was factually and legally troublesome for us because we had a problem getting material on the subject.*

2. BLOCKING EVENTS:

EVENT #1

2a. WHAT BLOCKED: *The problem we had is where to begin researching this in Shasta County. Where are you going to get material on this? We just don't have ready access to any sort of material on that subject.*

2b. HOW BLOCKED: *When you want to know what the rules and regulations are and what's going on, you'd like to have it immediately available to you in the federal system.*

2c. HOW MUCH BLOCKED: *Quite a bit.*

3. QUESTIONS IN SITUATION:

QUESTION #1

3a. QUESTION: *What are the federal rules on procedure, on answering cross complaints?*

3b. HOW GOT ANSWER: *We took our best shot and went with the material we had in the county law library.*

3c. COMPLETENESS OF ANSWER: *Partial*

3d. HOW ANSWER HELPED: *It helped us establish a procedure; how we were going to respond.*

3e. WHAT PREVENTED COMPLETE ANSWER: *Not having the access to FERC's rules and regulations and their practices.*

3f. HOW HOPED ANSWER WOULD HELP: *That it would tell us where we stood procedurally; whether we wanted to make a motion to dismiss the law suit.*

QUESTION #2

3a. QUESTION: *Where, if anyplace, do we stand with respect to local regulation of matters where the Federal Energy Regulatory Commission has taken control?*

3b. HOW GOT ANSWER: *Called the Commission staff, in Washington D.C. and discussed the issue with them.*

3c. COMPLETENESS OF ANSWER: *Partial; the issue is still open.*

3d. HOW ANSWER HELPED: *We got an appreciation for what their practices were and were not.*

3e. WHAT PREVENTED COMPLETE ANSWER: *Not having the access to the material they had available and what ever rulings and things that they had.*

3f. HOW HOPED ANSWER WOULD HELP: *To really make a difference; to satisfy our curiosity.*

LIBRARIAN'S CHOICE INTERVIEW:

1. WHAT WAS PROBLEM SITUATION: *We have certain procedures which state that people who want information from Mental Health have to get signed releases to obtain that information. A local attorney who represents people who are appealing their SSI disallowance from the Federal Government was requesting lots of information from us without the proper releases. He was requesting the information from us because the library wouldn't give him the information he wanted unless he had the releases. I had to train him in proper procedure.*

2. BLOCKING EVENTS:

EVENT #1

2a. WHAT BLOCKED: *People, like this attorney, try to use the passage of time as a pressure tactic. He also said that a person's life might suffer, that the person might commit suicide.*

2b. HOW BLOCKED: *I had to sit down with this person and explain why he couldn't do what he wanted to at a particular point in time, gave the person the opportunity to explain to me why he wanted the information and why he was doing things the way he was.*

2c. HOW MUCH BLOCKED: *A little bit.*

3. QUESTIONS IN SITUATION:

QUESTION #1

3a. QUESTION: *How to learn the people skills of negotiation and to deal with this attorney.*

3b. HOW GOT ANSWER: *I just received a manual that is excerpts from laws and some other information, and am also taking a course in human relations that helps with negotiations. I also learned from discussion with the attorney and in outlining the problem from our perspective.*

3c. COMPLETENESS OF ANSWER: *Partial.*

3d. HOW ANSWER HELPED: *We have a notebook now which will help my staff take up less time and do their job better. The lawyer is more cognizant and sympathetic to our constraints. In the future, when he asks for help he will be more concise which will save my staff time.*

3e. HOW HOPED ANSWER WOULD HELP: *That my staff would be able to not devote a lot time to what I consider unnecessary paperwork.*
3f. WHAT PREVENTED A COMPLETE ANSWER: *You can never cover 100% of the bases , but you can get it 90% resolved. You just leave some of those rough edges hanging out and you address them as they come up, or if they are not significant ignore them. I can't resolve it all.*

SENSE-MAKING INTERVIEW:
1. WHAT WAS PROBLEM SITUATION: *Trying to find sufficient funding to keep the organization going is the most troublesome thing. I looked for quite some time to find grant material; resource material in Shasta County and was unable to secure any of the publications I wanted, so, therefore, I have been developing my own grant library and also traveling to the foundation center in San Francisco about once every two or three weeks.*

2. BLOCKING EVENTS:

EVENT #1
2a. WHAT BLOCKED: *Not having the resource material available locally.*
2b. HOW BLOCKED: *Timewise. Trying to get information now, and then a lot of times when you deal with the grant writing process you deal with deadlines. If you can't access the information when it becomes available, you have that time lag between the time the information comes out and the time you can access it.*
2c. HOW MUCH BLOCKED: *Quite a bit.*

3. QUESTIONS IN SITUATION:

QUESTION #1
3a. QUESTION: *Initially, I wanted to find out what foundations were available in California itself.*
3b. HOW GOT ANSWER: *The local director of United Way handed it to me.*
3c. COMPLETENESS OF ANSWER: *Complete. I use Tool, the guide to California foundations.*

3d. HOW ANSWER HELPED: *Finding Tool meant that I was able to locate about 20 potential funding sources. It gave me five days to write a grant and send it off and still get an endorsement on the grant.*

QUESTION #2

3a. QUESTION: *How can I consistently learn what foundations support efforts similiar to the one I am trying to fund and when State and Federal grants will become available?*

3b. HOW GOT ANSWER: *So far it has been a hand-me-down, filtered, inconsistent process.*

3c. COMPLETENESS OF ANSWER: *Partial.*

3d. HOW HOPED ANSWER WOULD HELP: *You should be able to access the information as it becomes available to you, not wait for city officials to maybe hand it on to you.*

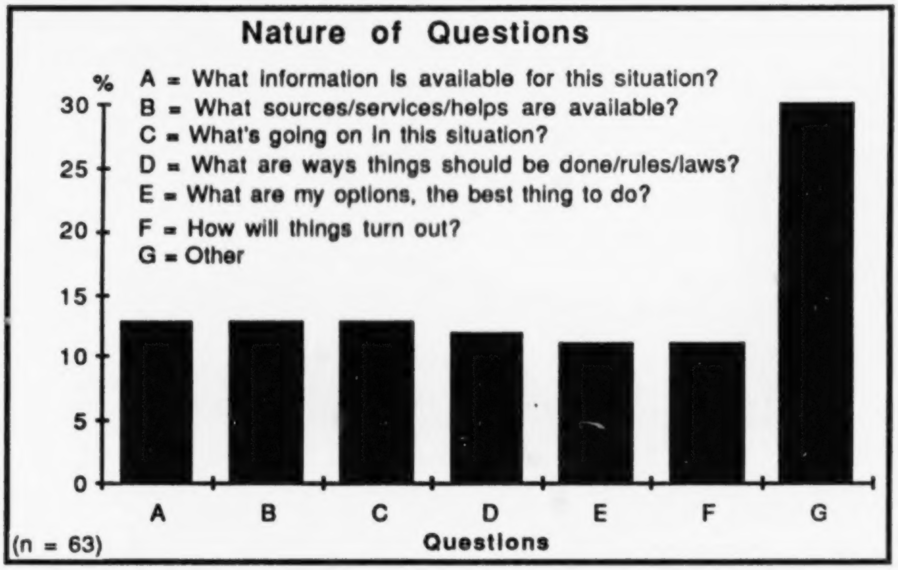
3e. WHAT PREVENTED COMPLETE ANSWER: *No City entity to act as a coordinator to disperse the information as it becomes available. Unless you stay in the private, non-profit industry a long time, you don't develop the contacts you need to get this information.*

RESULTS:

1. DESCRIPTION OF HOW LONG AGO THE SITUATION STARTED:
   - *44% more than two years ago
   - *12% 1 to 2 years ago
   - * 8% 6 months to a year ago
   - *16% 1 to 5 months ago
   - * 8% 2 to 3 weeks ago
   - * 8% within the last week

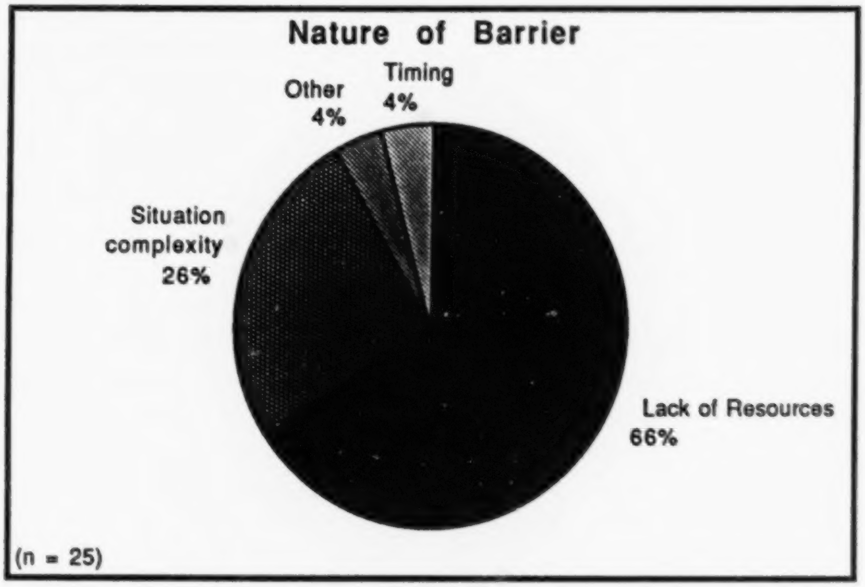
2. DESCRIPTION OF WHETHER OR NOT THE SITUATION IS STILL IN PROCESS:
   - *84% said the situation was still in process

3. DESCRIPTION OF THE NATURE OF QUESTIONS RESPONDENTS ASKED IN THEIR PROBLEM SITUATIONS:



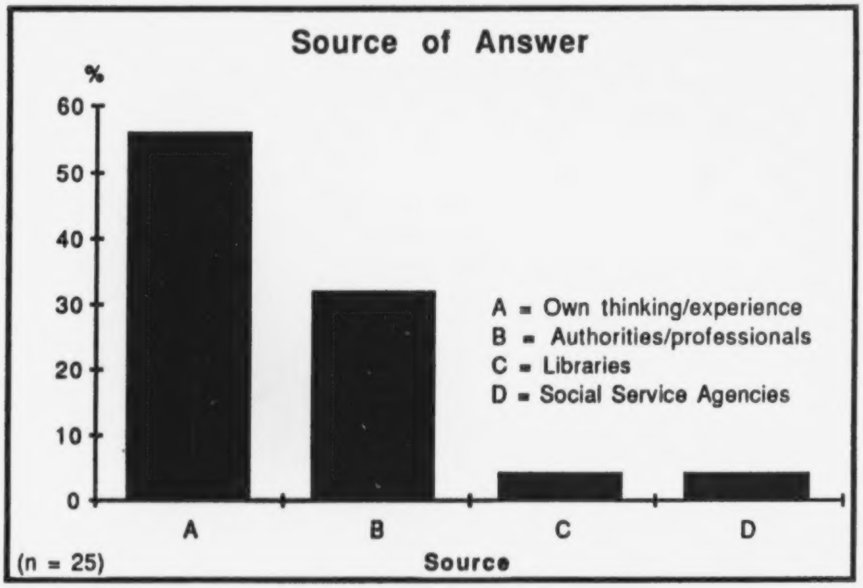
Unit of Analysis: The 25 respondents asked a total of 63 questions. The unit of analysis is questions asked. Categories A through F all involved 11% or more of all questions. Category G includes question types involving 6% or fewer responses. Responses were content analyzed using scheme #2 (see Content Analysis appendix).

4. DESCRIPTION OF THE NATURE OF THE BARRIERS CONFRONTING RESPONDENTS IN THEIR PROBLEM SITUATION:



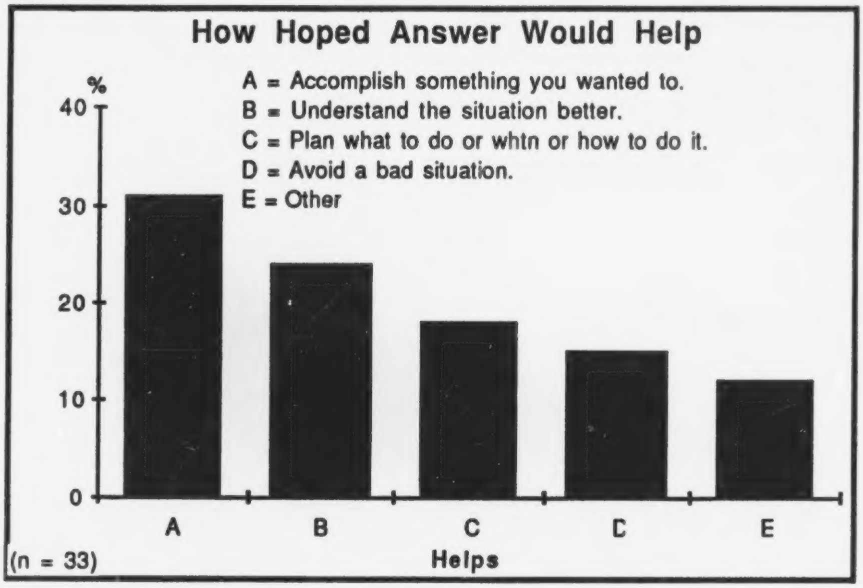
Unit of Analysis: The 25 respondents listed 25 barriers that they faced in their problem situation. The unit of analysis here is kinds of barriers. Responses were content analyzed using scheme #4 (see Content Analysis appendix).

5. DESCRIPTION OF THE SOURCES RESPONDENTS USED TO GET ANSWERS TO THE QUESTIONS THEY HAD IN THEIR PROBLEM SITUATIONS:



Unit of Analysis: The 25 respondents sought answers to the questions they had in their problem situations from 25 sources. The unit of analysis here is source of answer. Responses were content analyzed using scheme #5 (see Content Analysis appendix).

6. DESCRIPTION OF THE WAYS RESPONDENTS HOPED AN ANSWER WOULD HELP THEM:



Unit of Analysis: The 25 respondents hoped the answer to their question would help them in some way. The unit of analysis here is ways the respondents hoped answers would help. Responses were content analyzed using scheme #3 (see Content Analysis appendix).

7. HOW MUCH RESPONDENTS WERE HELPED BY AN ANSWER TO THEIR QUESTION (n = 25):

- * 20% not at all
- * 46% a little bit
- * 36% a lot

8. COMPLETENESS OF ANSWER TO QUESTION (n = 25):

- * 21% got no answer
- * 46% got a partial answer
- * 33% got a complete answer

9. HOW MANY RESPONDENTS EXPECT TO GET A COMPLETE ANSWER IN THE FUTURE (n = 17, the respondents who did not get complete answers):

- * 22% do not expect to get an answer
- * 68% expect to maybe get an answer
- * 10% expect to get an answer

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

* The most startling finding reports that while 92% of all department heads are library users, only 8% utilized the library to resolve their situations.

* An analysis of questions revealed the library could have either completely or partially resolved16 (64%) of the 25 problem situations.

* 66% of all respondents cited lack of resources as the dominant barrier which prevented them from attaining an answer.

* Compared to Californians in general, these respondents:
    - were less helped by the answers to their questions
    - received fewer complete answers
    - are less assured that they will get answers

* Lack of resources may account for many of the respondents ongoing long term problem situations.

* Over 25% of all department heads had complex situations which were in and of themselves barriers to the resolution of the problem.

IDEAS FOR SYSTEM CHANGE:

Skills development

* Improve interdepartmental communication by offering a pragmatic and theoretical communication skills workshop.

* Offer subject-related library instruction workshops.

* Provide more professional guidance in the use of libraries and information systems.

Services

* Supply more relevant materials for community leaders to use.

* Provide a toll-free telephone number to the library.

* Offer annotated bibliographies on topics such as:
    - grant resources
    - communication
    - program activities
    - government resources including codes
    - creative financing
    - Shasta County demographics
    - philosophy of public vs. private enterprise
    - management information systems
    - negotiation principles

Publicity
* Incorporate the above topics into the Library's regular weekly newspaper column.

* Improve the awareness of its resources and services through a more effective publicity program.

* Consider a weekly radio and/or television talk show with call-in questions.

* Offer library orientation tours.

Centralization
* Improve the efficiency of all county operations by developing countywide procedural guidelines for centralized departments.

* Install a centralized electronic bulletin board to avoid duplicate efforts throughout the county.

* Install a computerized community resource and organization file.

Future studies
* Future studies might survey:
    - library staff
    - adult learning campaign students
    - older adults
    - Native Americans, Hispanics
    - Shasta county residents
    - pre-school children
    - young adults

* Future studies should consider elements from both ALA's A Planning Process for Public Libraries' close-ended surveys and Dervin's surveys in order to obtain both user and library perspectives.

SOUTH SAN FRANCISCO PUBLIC LIBRARY

MODULE #10
INFORMATION NEEDS ASSESSMENT GROUP INTERVIEW

MODULE #5
ACCOUNTABILITY ASSESSMENT GROUP INTERVIEW

TEST SITE:

South San Francisco Public Library. Study coordinated by Cheryl Grantano.

PURPOSE:

To learn more about the needs of parents in South San Francisco.

SAMPLING PROCEDURES:

The target population was parents with children who used the Children's Department at South San Francisco Public Library. The following steps were performed to produce a sample:

1. The first step was to produce a group of interested parents. In January through March a letter was distributed by the Children's Librarian to parents in attendence at several programs the Children's Department ran.

   This letter asked if parents would be interested in participating in a group interview with other parents and members of the South San Francisco Public Library staff. The purpose of such a meeting was in order to learn more about the needs of such parents. An interest form was included in the letter.

   None of the interest forms was returned to the library.

2. The second step was to contact parents who had children participating in library programs such as storytime or acting workshops. A list had been compiled from a brief survey of parents the Children's Department had conducted previously.

Some parents from this list had been invited to a special program the week prior to the selected group interview night and were excluded. Only parents whose names were on storytime or acting workshop list were contacted by telephone.

Out of these, 8-10 agreed to come to the group interview. 1 came and completed an interview.

SAMPLING RESULTS:

The respondent was between 35 and 49 years old, white, male, had some college, vocational/trade school, and lived in a household of five or more, three or more of whom were under 18, whose total household income last year was $30,000 to $35,000.

FOCAL SITUATION:

The respondent was asked to "...tell me about the last situation you found yourself in which was troublesome to you as a parent and you found yourself needing help or information."

QUESTIONNAIRE:

Combined Module #10 and Module #5 as follows:

1. Used Module #10 as written, and then added the following accountability questions from Module #5:

* How many times have you used the library in the last year or had any type of library contact?

* In your most recent contacts with the library which time stands out in your mind as a time when you received either specific or useful help?

* In your most recent contacts with the library which time stands out in your mind as a time when you did not receive specific, useful help?

INTERVIEW:

1. WHAT WAS PROBLEM SITUATION: *My children were sick, got ticks, fought so I needed medical information.*

2. BLOCKING EVENTS:

EVENT #1
2a. WHAT BLOCKED: *Not knowing where to look for help.*
2b. HOW BLOCKED: *I grabbed Piaget, but it didn't work.*

3. QUESTIONS IN SITUATION:

QUESTION #1
3a. QUESTION: *How do I get the information I need?*
3b. HOW GOT ANSWER: *Read a book.*
3c. COMPLETENESS OF ANSWER: *Partial.*
3d. WHAT PREVENTED COMPLETE ANSWER: *Not knowing where to look I chose the wrong author for the subject.*
3e. HOW ANSWER HELPED: *I did what the book said to do.*

4. WHEN RECENTLY RECEIVED HELP FROM A LIBRARY: *I wanted to know how to talk to a six year old about values. I was at the library looking for one particular book on values clarification, as well as others on guiding children and their values. I couldn't find it. The librarian looked it up on the computer system, and ordered it from another library.*

RESULTS:

The respondent had used the library at least 120 times in the past year, mostly during his lunch hour.

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

* Though the lone respondent had not said a great deal, what he said seemed significant. How do you begin to instill values in a three year old? How do you protect your child from illness and injury? He seems on the right track as he searches for information. How can we enhance his search.

IDEAS FOR SYSTEM CHANGE:

* Use our section of the South San Francisco Park and Recreation brochure (which is mailed to every household in South San Francisco as well as the South San Francisco Unified School District) to place a brief library use survey and a check off question for those willing to participate in a group survey.

THOUSAND OAKS PUBLIC LIBRARY

MODULE #3
ACCOUNTABILITY ASSESSMENT
CLOSE-ENDED QUESTIONS

TEST SITE:

Thousand Oaks Public Library. Study coordinated by Kathleen Sullivan assisted by Ruth Leonard and Doris Lucas.

PURPOSE:

To learn why patrons use Thousand Oaks Library services and how to better respond to user and non-user needs.

SAMPLING PROCEDURES:

The population studied was registered borrowers of Thousand Oaks Library. In order to produce a random sample, the following steps were performed:

1. The first step was to generate a random list of library card users. The information about prospective respondents came from the library's automated circulation database. A computer program generated a random list of library card user numbers.

2. The second step was to match user names and telephone numbers with the randomly generated user numbers. This list was compiled in the order the random numbers had been generated.

3. The third step was to call these names, beginning at the first name on the list. Three attempts were made to contact each library user. If an individual was not able to be reached or unwilling or unable to participate, the next name on the list was called. A total of 412 people were telephoned to produce 180 completed interviews. Of these 180, 177 were able to recall their last visit to the library. These 177 persons constitute the sample.

OTHER METHODS:

Training interviewers

Two training sessions were held for all interviewers. Each session included members of the committee as well as the volunteers and staff asked to help interview. Each person received copies of the questionnaire and scripts prior to the meeting. Major areas covered in the training were:

* Background on the project (sense-making; modules).

* The necessity of balancing friendliness with avoidance of "loading" answers by defining terms, etc.

* Communicating with a member of the committee when problems, questions arose so that changes might be made.

* Answers any question the prospective interviewers might have.

Interviewing

Interviewing took place between April 14 and May 31, 1986. Most interviews were conducted by volunteers. Scheduling of all interviews was done by the volunteer coordinator.

Analysis

Analysis was done on an IBM computer utilizing Lotus 1-2-3 software coupled with specialized programming.

SAMPLING RESULTS:

The following demographics describe the 177 respondents:

1. NUMBER OF PEOPLE IN RESPONDENT'S HOUSEHOLD UNDER 18 YEARS OF AGE:
   - *33% no one under 18
   - *20% one person
   - *28% two people
   - *18% three or more
   - * 1% no answer

2. NUMBER OF PEOPLE LIVE IN RESPONDENT'S HOUSEHOLD:
   - * 5% one person
   - *17% two people

*16% three people
*33% four people
*29% five or more people

3. YEARS OF SCHOOL RESPONDENT COMPLETED:
*18% didn't finish high school
*21% finished high school
*24% some college, vocational/trade school
*16% finished college
*21% post-graduate

4. RESPONDENT'S AGE GROUP:
*18% 12 to 17 years
*17% 18 to 24 years
*12% 25 to 34 years
*34% 35 to 49 years
*10% 50 to 64 years
* 9% 65 or older

5. ETHNIC/RACIAL GROUP OF RESPONDENT:
* 3% Hispanic, Mexican American, Latin American
* 1% Black
* 4% Asian
* 1% American Indian
*87% White
* 4% Other

6. TOTAL FAMILY INCOME FROM ALL SOURCES LAST IN RESPONDENT'S HOUSEHOLD:
* 1% Under $10,000
* 6% $10,000 - $20,000
*13% $20,000 - $30,000
*15% $30,000 - $40,000
*50% $40,000 or more
*15% no answer

7. GENDER OF RESPONDENT:
*57% female
*41% male

FOCAL SITUATION:

Respondents were asked to "... remember the last time you visited the Thousand Oaks Library."

QUESTIONNAIRE:

A modification of Module #3 was used. The modification was in the list of types of items or services people get at libraries as follows:

- check out books
- use encyclopedias or other books in the library
- use the library for private study using your own books or materials
- use or check out phonograph records or audio cassesttes
- check out video cassettes
- check out 16 millimeter films
- use of check out library magazines
- use library newspapers
- return previously checked out materials
- use a catalog or index to locate material
- use a copy machine
- ask a library staff member for help
- attend or take someone to a meeting or program
- pick up free information such as schedules or tax forms, or check the information bulletin boards

THREE SAMPLE INTERVIEWS:

A TYPICAL INTERVIEW:

1. REASONS WENT TO LIBRARY (from checklist):
    - *School or college classwork.*
    - *Hobbies or home.*
    - *Leisure or free time.*
    - *Made books or other library material available for a child.*

2. TYPES OF MATERIALS OR SERVICES GOT AT LIBRARY (from checklist):
    - *Checked out books.*
    - *Checked out videocassettes.*
    - *Returned previously checked out materials.*
    - *Used a catalog or index to locate material.*
    - *Asked a library staff member for help.*
    - *Picked up free information such as schedules or tax forms, or checked the information bulletin boards.*

3. WAYS LIBRARY HELPED (from checklist):
   * *Got ideas or understandings about something.*
   * *Got motivated to do something or feel good about myself, my decision, or circumstances or calm down and ease my worries.*
   * *Got pleasure, entertainment or happiness.*

LIBRARIAN'S CHOICE INTERVIEW:

1. REASONS WENT TO LIBRARY (from checklist):
   * *School or college classwork.*
   * *Accompanied someone else.*
   * *Met people or socialized.*

2. TYPES OF MATERIALS OR SERVICES GOT AT LIBRARY (from checklist):
   * *Checked out books.*
   * *Used encyclopedias or other books in the library.*
   * *Used or checked out library magazines.*
   * *Used or checked out library newspapers.*
   * *Returned previously checked out materials.*
   * *Used a catalog or index to locate materials.*
   * *Used a copy machine.*
   * *Asked a library staff member for help.*

3. WAYS LIBRARY HELPED (from checklist):
   * *Got ideas or understandings about something,*
   * *Accomplished something or decided what to do or when or how to do it.*
   * *Made contact with other people by meeting them there or learning how to make contact.*
   * *Got motivated to do something or feel good about myself, my decision, or circumstances or calm down and ease my worries.*

SENSE-MAKING INTERVIEW:

1. REASONS WENT TO LIBRARY (from checklist):
   * *My leisure or free time.*
   * *Relaxing or passing time.*

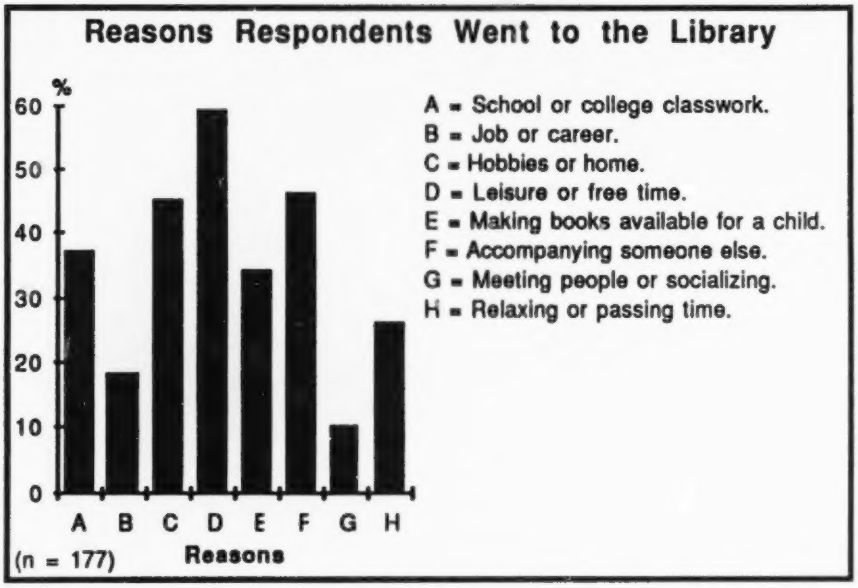
2. TYPES OF MATERIALS OR SERVICES GOT AT LIBRARY (from checklist):
   * *Used encyclopedias or other books in the library.*
   * *Used library newspapers.*
   * *Returned previously checked out materials.*
   * *Asked a library staff member for help.*

- *Picked up free information such as schedules or tax forms, or checked the information bulletin boards.*

3. WAYS LIBRARY HELPED (from checklist):
   - *Got rest, relaxation, or a quiet retreat.*
   - *Got motivated to do something or feel good about myself, my decision, or circumstances or calm down and ease my worries.*
   - *Felt like I belonged or was not alone.*
   - *Got pleasure, entertainment or happiness.*

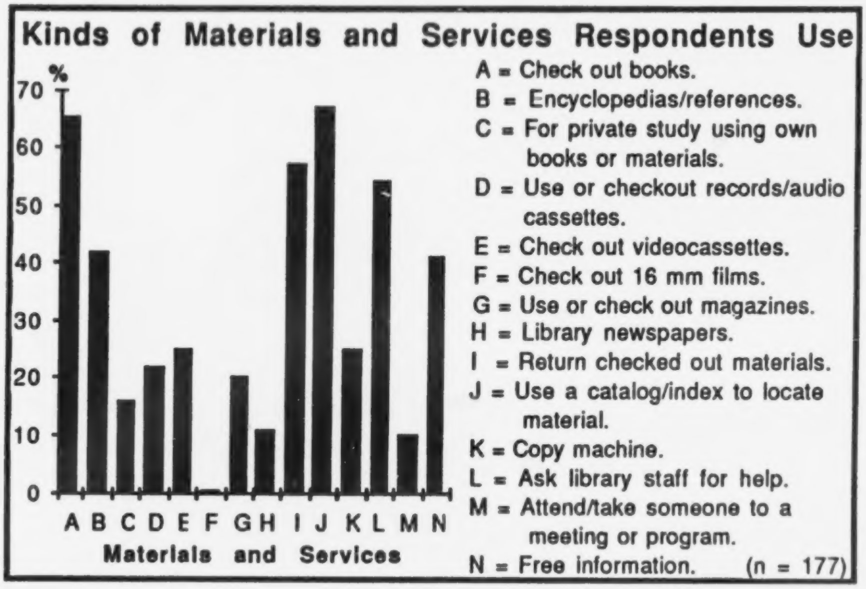
RESULTS:

1. DESCRIPTION OF THE REASONS RESPONDENTS GAVE FOR GOING TO THE LIBRARY:



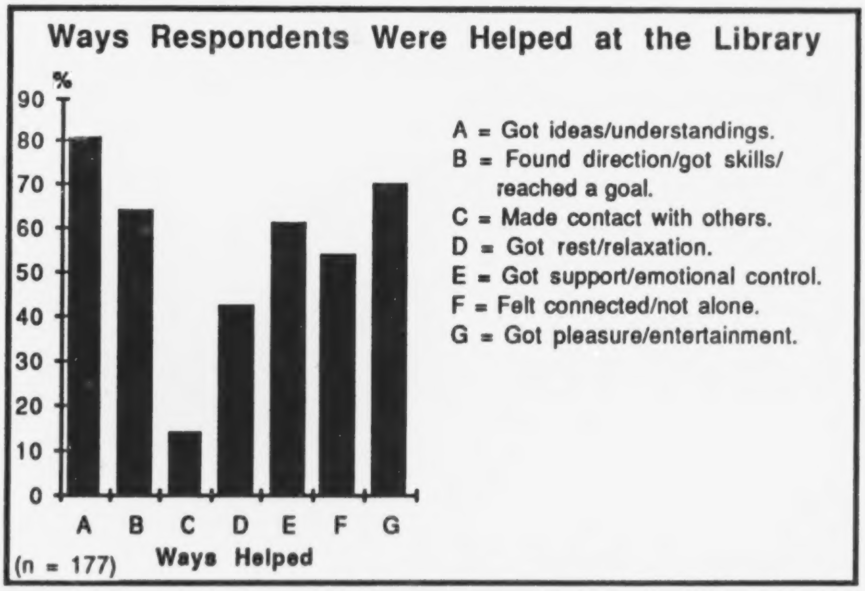
Unit of Analysis: The 177 respondents, each of whom indicated which of the 8 different reason applied to him or her.

2. DESCRIPTION OF THE TYPES OF ITEMS OR SERVICES RESPONDENTS GOT AT LIBRARY:



Unit of Analysis: The 177 respondents, each of whom indicated whether he/she used each of the different materials and services.

3. DESCRIPTION OF THE WAYS RESPONDENTS WERE HELPED BY THE LIBRARY:



Unit of Analysis: The 177 respondents, each of whom indicated whether or not he/she got each help.

PATTERNS IDENTIFIED BY LIBRARIANS IN RESULTS:

Anticipated patterns

* Most high school and college age respondents used the library for classwork.

* Most respondents who used the library for job or career reasons were in the 25 to 34 year old group.

* Female respondents between 25 and 49 years with more than a college education who were white/Asian/Hispanic were most likely to be at the library to make material available to a child.

* The older the respondent, the more likely they were to use the library for leisure or free time reasons.

* Most uses of the library were the traditional ones of checking out and returning books, using books in the library, and using the catalog or staff assistance.

Unexpected patterns

* Though high school and college age respondents are seen by staff members to socialize, they perceive their main use as being classwork.

* Many respondents use the library for material on hobbies or home.

* Respondents of college age check out fewer books than any other age group.

Special group patterns

* 100% of respondents over 65 years got happiness and pleasure at the library.

* 100% of Hispanic respondents got ideas or understandings from the library.

* Video cassette use was highest among respondents who were among the 65 years or older group, or Hispanic.

* Asian respondents seemed more likely than others to want their children to use books (perhaps to acculturate themselves).

Unexpectedly absent patterns

* The frequently used job listing service is not used often by registered library users.

* Respondents reported a high use of free materials but a low use of special programs.

* The patrons who utilize the library's meeting rooms are not registered borrowers.

IDEAS FOR SYSTEM CHANGE:

* Provide a desk attended by volunteers to direct patrons to where they can obtain help, information, needed services.

* Have staff "floaters" out on the floor of the library to locate and assist those who do not use catalogs or ask staff for assistance.

* When staff members ask noisy students to quiet down they could stress the need for the student to focus on their work (the ostensible reason they are there) rather than "accusing" them of being at the library to "fool around."

* Provide group study areas for high school and college age students so they could study with their friends without disturbing other patrons.

* Better publicize underused and expensive job or career resource materials which are available.

* Figure out ways to reach users who might need job or career information such as those with less education.

HOW LIBRARIANS WERE HELPED BY RESULTS/PROCESS:

* Verified the sense staff members had that patrons find personal satisfaction in their visit to a library.

* Verified subjective assessments that staff members had about trends and uses of the library.

* Could infer that patrons may be unaware of the range of services provided.

* Suggested areas of interest to study in the future such as:
  - groups who have a higher or lower use of av materials
  - particular ethnic use of the library
  - implications for service between staff and older adults
  - better meeting the needs of older adults
  - how materials are used for home or hobbies

* Suggested future surveys using the modules to identify:
  - information gaps/needs in the community at large
  - what specific needs brought patrons to the library
  - obstacles the library presents to community/users

The experience of working in a committee.

* Participants enjoyed the comradeship and the chance to work with other people and departments.

* Participants felt that they gained a better understanding of the workings of the library and saw the "big picture."

* Learned the importance of consensus, agendas, and clearly defined vocabulary and goals when working as a committee.

Experience with survey methods/terminology

* Built skills for doing important and interesting work in the future.

* Many good ideas for future surveys were explored.

Development of talents and skills

* Members felt they were able to use latent talents not utilized regularly on their job such as editing and writing skills.

* Some felt they were able to expand skills or develop new talents such as:
  - developing training programs
  - interviewing
  - working as a committee

* Learned a different function of the computer system.

* Believe that this survey will produce useful data which will help the library design future programs and services.

Contact with the public
* Members were pleasantly surprised to find out how willing and pleased respondents were to participate.

* A good experience helped staff members to combat the negative feelings they sometimes have about patrons.

Gave volunteers a worthwhile and exciting project
* Volunteers felt they had been helped to grow personally by hearing other people's concerns and feelings.

* Helped them understand the library and how it works.

* Participants felt they had demonstrated an ability to learn, grow, and work successfully with others.

* Felt very good to be able to participate in free-ranging discussion with the group.

CHAPTER SEVEN

THE DE-BRIEFING

An important part of the module testing process was using sense-making research procedures to learn about the barriers and confusions faced by librarians while testing the modules at the test site libraries. When the printed packets of modules were first presented to the supervising librarians at each site, each librarian was asked to indicate his or her questions and confusions directly on each page of one copy of the packet. Each was also asked to elicit questions and confusions from other individuals at their libraries.

In addition, as the final step in the testing process, the supervising librarians at each test-site were asked to "debrief" all individuals who were involved, asking them what questions they had and what confusions they faced each step of the way.

Dervin and Clark extracted from reports of these "debriefings" a master list of questions -- some 20 pages in all. These questions form the basis of this chapter and the presentations of instructions on questionnaire revision, interviewing, sampling, content analysis, data analysis, and interpreting the results in Appendices B through G.

The purpose of this chapter is to address those concerns which were most general and which indicated the askers had questions and/or confusions about the sense-making approach generally, about its relevance to librarianship, and about the differences and need for one module versus another.

The entire set of concerns and questions pertaining to these issues were organized into logical categories. These are presented below with the concerns and questions in boldface and background information that sets these concerns and questions into a larger context in normal type. Dervin and Clark's answers to the concerns/questions are in italics. The concerns addressed in this chapter are:

*Concerns about the unusual sense-making vocabulary/approach.
*Concerns about the repetitiveness of the questionnaires.
*Concerns about the relevance of the approach to libraries.

*Concerns about the objectivity of the approach.
*Concerns about invasion of privacy.
*Concerns about getting rich and useful results.
*Concerns about the willingness of respondents to participate.
*Concerns about who should sponsor a sense-making study.
*Concerns about explaining the principles and goals of sense-making to others.
*Concerns about the appropriateness of specific modules.

Concerns about the unusual sense-making vocabularly/approach

The module-testers had a number of concerns relating to sense-making's unusual vocabulary. The modules ask respondents such questions as: "What happened in this situation -- tell me everything you did, everything that others did, and everything that just happened? Did you see anything as blocking you or getting in your way? Did you have any questions in your head, any things that you needed to learn or unconfuse? Did you get answers? Did you see anything as particularly helpful to you? How did the answer help you?"

These questions don't look like usual research interview questions. A representative selection of the module-testers reactions stated as questions included:

***What does "unconfuse" mean?**
***What does "everything that just happened" mean?**
***What does "question" mean?**
***What does "help" mean?**
***What does "block" mean?**
***Will the interviewer look silly, foolish, or incompetent using the unfamilar neutral questioning technique?**
***Will respondents accept this unusual interview format?**
***Why are these questions worded the way they are?**
***Could these questionnaires be worded in a more conversational way?**
***Why is neutral questioning necessary?**
***Are neutral questions really neutral?**
***Why say "gap", why not just say "need?"**
***Why use the phrase "got" an answer? Why not find, attained, obtained?**

***Why are all these questions so vague?**
***Why don't we ask respondents to tell us about what they usually do, why ask about a specific incident?**

The set of concerns stated above about sense-making's vocabulary can be answered at several levels. The most general answer has to do with how sense-making modules are drawn from sense-making's theoretic assumptions. What the modules try to do is provide a structure within which we can elicit from respondents a picture of how they were moving through their lives, how they were stopped, what blocks or barriers they faced, what questions they had, and what they saw as potentially being helpful to them. Because of this the modules ask about: gaps, helps, blocks, barriers, events, situations, and so on. This sense-making approach to asking questions has become labelled "neutral questioning." No approach to questioning can be truly neutral, but this approach attempts to be as much as possible by providing a structure for respondent answers which focuses on movement, gaps, and helps rather than on specific topics or events per se. The latter is left to the respondent to fill in.

The modules specifically avoid some words. They do not ask whether a person had an information need or needed some information. They do not ask whether a person found an"accurate" answer. They ask "Did you get an answer?" rather than "Did you find an answer?" They even use some "made-up" words like "unconfuse".

There are a number of reasons why sense-making interviews are structured this way:

* *First, sense-making interviews all focus on one or more corners of the sense-making triangle described in Chapter Three. They purposefully use terms that address each of these corners, that raise images in the mind of moving, being stopped, facing gaps, and so on.*

* *Second, sense-making interviews avoid as much as possible putting respondents in situations where they might feel judged. Respondents aren't asked whether they "found" an answer but rather whether they "got" one. They aren't asked whether they found an answer that they think is accurate. Rather, they are asked whether they found it "complete."*

** Third, sense-making interviews place the focus for the judgment of the usefulness of answers to questions entirely in the respondent's hands which is where that judgment ultimately rests in any intersection of person and library.*

** Fourth, sense-making interviews avoid as much as possible system-loaded words like "information" or "information need." Studies show that the moment these words are used, respondents begin to reinterpret their situations the way they think libraries would look at them rather than the way they themselves look at them. The resulting data merely reinforces the current system design and is unable to distinquish what is most useful in the system from what is not.*

It is true that sense-making vocabulary seems strange, particularly in the context of a research survey. There are three things which seem to help this:

** One is an attitude that comes from remembering that sense-making vocabulary is actually quite common in normal intimate human interactions. People often tell each other how they were blocked and helped....what gaps and confusions they faced, what questions they had.*

** Second is incorporating into the questionnaire introduction a section which explains to the respondent the nature of the questionnaire approach. See Appendix B for suggestions.*

** Third is to be sure that the interviewers are given practice time so that the unusualness of the approach in a survey situation can be lessened.*

It also needs to be pointed out that there are many variations on words that are possible which are compatible with sense-making aims. If a researcher does not want to use a made-up word like "unconfuse", a number of alternatives might be substituted -- "explain" or "make sense of" and so on. A number of suggestions for questionnaire rewording are listed in Appendix B.

A final point focuses on the question about why sense-making doesn't ask people to describe their "usual" situations. Sense-making assumes that people act in real situations that are never identical and, thus, respond differently in those situations. While it is *sometimes true that people behave the same across situations, evidence shows that this is rarely true for internally-controlled information use behaviors. People may habitually go to the same library or even face the same class of problems, but what they think about the different occurrences will not be the same.*

Concerns about the "repetitiveness of the questionnaires"

A second set of concerns focused on what appears on the surface to be a great deal of repetitiveness in the questionnaires. These concerns manifested themselves in questions like these:

> **Why do some many of the questions in the questionnaires seem repetitive?** (each item printed with a leading *)

In general, sense-making interviews approach the respondent in ways that attempt to acknowledge and build upon realities of communication situations. The respondent is necessarily thinking and reconstructing his/her answer in the process of being interviewed. Sense-making interviews are reaching for one or more of the corners of the sense-making triangle and do this by moving into the triangle from as many points as possible. The repetitiveness and repeated cyles are seen as central to the approach's power because the respondent accumulates an understanding that the interviewer is genuinely interested in hearing about his/her personal journey. As the respondent sees this more clearly, usually the respondent begins to fill in more and more details.

There are some important conceptual differences between sense-making words like gaps (referring to anything seen by the human as preventing movement forward on the road), blocks (referring specifically to things the person can point to as standing in the way), and questions (referring to the articulation of a gap into a form that can be called an " information need" and can be bridged with an answer (" information" in some form). These differences are explained in some of the references annotated in Appendix H. They are less important in the interviewing situation, however, than understanding that sense-making interviewers try to give *respondents time to think and grow in their understanding of the interview situation in the same way this is done in ordinary human discourse -- by turn-taking exchanges.*

There is one caveat on all the above and that is that the researcher must carefully chose the appropriate module. To use module #1 or #7, for example, (the in-depth interviews) for habitual situations of little importance can be deadly for both respondent and interviewer. In-depth interviews require rich, meaty situations. If the research team is reaching for descriptions of habitual library use situations, for example, then a briefer module ought to be used (like #2 or #3 or #8 or #9). Suggestions on how to define focal situations to yield richer interviewing results and how to match focal situations to modules are given in Appendix B.

There are also some specific actions which the research team can undertake to help both respondents and interviewers deal with what feels, at first, like repetitiveness. One is to acknowledge the possibility and explain it in the questionnaire introduction to respondents. Appendix B includes possible examples. The second is to train interviewers to listen carefully to respondents and adjust their interviewing statements to what they have already heard. So, for example, if a respondent in telling how she was blocked says "I couldn't get an answer to my question," the interviewer asking the next query "Did you have questions?" would modify it to something like "You said you had one question, did you have any others?" Suggestions for this kind of interviewing are in Appendix C. Again, notice that the attempt here is to make interviewing more like normal conversation while still yielding systematic data.

One final note is that sense-making studies frequently do a lot of educating of respondents about the approach. While this runs contrary to the teachings of traditional market research, in 14 years of using sense-making questionnaires, the practice of sharing completely with respondents the philosophy and nature of the approach has yielded enormous benefits. These are summarized in some of the references listed in Appendix H. The essential aim is to enter into a collaborative relationship with respondents.

Concerns about the relevance of the approach to libraries

Related to the above concerns are the many questions librarians asked about the relevance of the sense-making modules to libraries. Here are samples of their questions:

***Could more routine questions be added to yield specific data of interest?**
***How are information needs inferred from this data?**
***Why ask about situations which have nothing to do with the library if what we want to know is their library needs?**
***Could the wording of the questionnaires be more direct?**
***Why are the questionnaire items so vague?**
***Would a more structured and traditional set of responses be more informative and less unwieldy?**
***Why can't we ask outright what we want to know rather than going through this circuitous process?**
***Is the generic design of these modules inappropriate for libraries?**
***How can these questions be more specific so I can know if our young adult fiction appeals to teens or if we need more or less or a certain kind of material?**
***What does all of this have to do with library service anyway?**
***How are information need questions relevant to libraries if they do not seem to be answerable at the library?**
***What will these interviews really tell us?**

This set of questions gets to the heart of the reactions many professionals understandably have to sense-making approaches at first. There seem to be three basic underlying concerns:

> ** Why beat around the bush, why not just ask whether patrons want more fiction or more non-fiction, more lectures, or more magazines?*
>
> ** So we get results, how do we translate them into something we can do?*
>
> ** What will we do with all these needs that have nothing to do with libraries?*

Answers to these three questions are fundamentally the same. Sense-making assumes that respondents can only talk meaningfully about experiences that are real to them. To ask someone about library services they have never used catapults them into the world of hypothethical experience and the results become nothing more than stereotypes. Since society is positive in general about almost everything libraries do, results tend to be very positive and offer the practitioner little information that is genuinely useful in making system design decisions.

This is why sense-making accountability studies are built solely on what really happened to the respondent as he/she sees it and sense-making information need studies ask respondents what real gaps they faced and what questions they had. If one asks a patron who has never used the library's newspapers if they want more newspapers, chances are she'll say yes (after all, who will admit to being against newspapers?). If, on the other hand, we ask what barriers stood in her way during her use of the library, we have a chance of learning that what she really wanted was a source of video-tapes closer to her home...or a story-teller to leave her child with while she browsed...or even a story-teller to learn more about story-telling from. Or, we may learn that she didn't get what she came to the library for but she went away with something more important to her -- the memory of a helpful staff member. Or, one of her passing comments (such as "I wish there was a place for me to find short summaries of new children's books") may give the librarian an idea for a new and relatively easy-to-deliver service.

The concern about how to translate the results of sense-making studies into needs libraries can handle is complex and would take pages to deal with fully. At one level, the answer is to recognize that no study, no matter how structured, gives guidance for action. Some studies merely provide the illusion that that guidance exists. But the fact is the more structured the study, the more likely it is that the structure imposed a reality on respondents which was not "real" and therefore cannot be translated into action. This is not always the case, of course, but all one needs to do is witness the lack of relationship between the results of public opinion studies and public action to know that it is a very frequent occurrence.

So, research teams need to become skilled at using a variety of procedures for interpreting study results and translating them into *possible courses of action. Appendix G in this report gives some suggestions.*

At a whole other level, however, the issue of translating the results of sense-making studies into library action requires a far more philosophical answer. Librarians have traditionally been trained to think of their service as purely the delivery of materials. Sense-making assumes something quite different -- that libraries are in the business of delivering helps of various sorts as obtained from something that patrons call information, and that only patrons can judge what these helps are or ought to be. One of the primary helps that people seek on detours from their usual life paths is emotional support, and sense-making asumes that libraries are in the business of providing emotional support. In fact, according to the 1985 study of how libraries help (Dervin and Fraser), a general population sample of Californians were more likely to name "got support/ emotional control" as the help they got from libraries than "got ideas/understandings" (93% versus 83%).

Sense-making assumes that there is no help that people get from information that libraries could not in some way focus on directly and that by learning to think of users and potential users from a human perspective in terms of the sense-making triangle provides a new and useful tool for library planning to be added to the existing library-oriented tools.

Concerns about the "objectivity" of the approach

Given the fact that virtually all social sciences have been rooted in an approach to science that thinks of the external world as "objective" and the internal world as "subjective", it is not surprising that practitioners seeing the sense-making modules for the first time ask:

- **Are these questionnaires "objective?"**
- **Is using these modules an "objective" process?**

The answer to these questions can be brief. Sense-making is one of a number of research approaches being developed in the fields of communication as well as anthropology, sociology, psychology, education, and other related fields which focus on systematic inquiry of what was formally termed "unscientific" -- the inner worlds of humans. The terms "subjective" and "objective" are less often used in discussions of the social sciences as it becomes accepted that all research approaches are limited by the time and place and *perspectives of the observers. What social scientists are reaching for now is a way to bring multi-perspectives to bear to illuminate phenomena from different angles. And, within single perspectives, the focus now is on developing and refining approaches for allowing respondents to articulate their own worlds in their own terms. Sense-making is such an approach.*

Sense-making also attempts to deal with the challenge of how one human can develop a stable picture of another human's world when the only way one can access that world is through the other's "mind" which can only be shared through communication which can never be seen as a transmission system. Sense-making uses the idea of "triangulation" -- getting multiple entry points into an eperience so that they can support and amplify each other. The basic idea is that by circling a person's reality in this way we get a fuller picture and a glimpse of how the pieces of the experience fit together.

A central assumption of sense-making is that respondents can and must be trusted to provide constructions of their world that are real to them and that the question of whether they are "telling the truth" or "lying" is not relevant when the focus is on actions and worlds to which they have the control. Sense-making assumes that this assumption is very pertinent to libraries because the ultimate test of library service rests in each individual user's and potential user's mind.

Concerns about invasion of privacy

One of the tenets of traditional library service has been that the personal world of the patron is removed from the library-patron exchange. That exchange has been basically assumed to focus on the transfer of materials (books, magazines, etc.), information (answers to reference queries, etc.), and services (xerox machines, etc.). To say that this has been one of the tenets of librarianship does not mean that that tenet has always been followed in practice for practicing librarians report to being both nourished by the fact that their work helps people in their lives and burnt-out by the fact that the system does not always acknowledge this reality. Given the traditional emphasis on lack of personal involvement, however, it is not surprising that librarians when first introduced to sense-making questionnaires ask:

> ***Does asking how people are helped pry too much into respondent's personal lives?**

***Since this interview seems to deal with emotions, will respondents know how to answer?**

The ultimate answer to this question only comes with practice. In fact, most people do not react to sense-making questions as an invasion of privacy. As one reference librarian put it "I was petrified that the patron would think I was prying until I finally took the leap and asked the neutral question 'What happened that brought you here today?' and the patron answered without blinking an eye. Now I've learned that if a patron looks suspicious I immediately say 'I don't mean to pry, but knowing more about how your situation usually helps me help you better.' I find neutral questions make the reference interview both more efficient and effective." [See Dervin and Dewdney 1986 for a report on neutral questioning in reference interviews.]

Sense-making is based on a set of assumptions which support the idea that, in effect, librarians have no practical choice other than to reconceptualize what they are about and to acknowledge their involvement in the center core of people's lives. To do otherwise means to be either removed from or unaware of the essential core of library service -- the ways in which libraries help human beings. To do otherwise means being at root unable to modify services to respond to real human needs. The fact that modern western society has tried in its systems to separate the human aspect of life from the informational aspect of life does not make that separation real. As was suggested earlier, professionals in all arenas name the lack of involvement of their systems with the human dimensions of system' clients (patrons, patients, etc.) as being a major source of their own personal burn-out. As one librarian put it, "It's like the library dispenses books and I dispense caring."

Will respondents be willing to participate
This concern is related to the one above. It manifests itself in questions like these:

***Will respondents be willing?**
***Will respondents express their true feelings?**

Again, the ultimate answer is in experience. In 14 years of sense-making research, we have found a remarkable amount of receptivity and willingness to participate in such studies. In fact, once respondents recognize that interviewers are listening to them on *their own terms, respondents show a degree of willingess to share their experiences that is rare in social science research. There is, of course, no test for whether respondents share their "true" feelings. But in the judgment of well-trained interviewers, sense-making approaches elicit more personal sharing than usual survey instruments.*

One caveat, of course, is that to work well sense-making interviews must be done properly -- i.e. within the framework of the "neutral" stance required by the sense-making assumptions. Appendix C offers suggestions on interviewing. A second caveat is that the interviewing must be meaningful and real to the respondent and not ask the respondent to describe in detail experiences which were not meaningful. This means that the researcher must select a module that fits the richness of the experience. See Appendix B for suggestions.

Concerns about "training" the respondent to understand the sense-making approach

Related to many of the concerns above is a concern for preparing the respondent for the unusualness of the sense-making approach. Questions like these were asked:

> ***How do we explain to the respondent why the questions are the way they are?**
> ***Can we add examples to help the respondent know what we want?**
> ***Why are some of the questions so long?**

Sense-making assumes that it is appropriate to provide examples and to fully disclose methods and approaches to the respondent. Sense-making also assumes that long introductions and long explanatory questions are o.k. All of this, of course, goes against many of the traditional tenets of survey research. Sense-making also assumes that interviewers can be trained to handle long introductions and long explanatory questions much like a friend does in sharing information. For suggestions for educational introductions to sense-making, see Appendix B. For suggestions on interviewing, see Appendix C.

Concerns about who should sponsor a study

A legitimate concern, once librarians understand the nature of sense-making studies, is for who should sponsor the study. Questions like these get asked:

***Won't having a library sponsor the study produce biased results?**
***How can a librarian handle the dual role of interviewer and librarian?**
***How can a librarian-interviewer encourage a respondent to include a non-library incident?**

It must be acknowledged that people in our society are very likely both to be favorable toward libraries and to say things they think their listeners want to hear. If the listener is a librarian-interviewer asking about the library, the effect is a double whammy. There are several solutions. One is to work extra hard at developing an interviewing approach that says often and loudly "I really want to hear what you think no matter how negative" and to then not show the slightest negative sign upon hearing negative information. The same logic applies to encouraging the respondent to talk about "non-library" incidents. Extra emphasis will have to be placed on it, perhaps even with the use of examples. See Appendex C for interviewing suggestions.

Since sense-making assumes that research ought to be at the core of library practice, the solution of training librarian-interviewers to elicit the desired emphasis is strongly recommended. Another solution, of course, is to have someone else do the library's studies (such as a local university or college) and this may be useful under some circumstances.

Concerns about explaining the principles and goals of sense-making to others -- library administration, staff, other agencies

The librarians who tested the modules had to gain cooperation from their administrators, colleagues, and staff...and sometimes from other agencies with whom they wished to collaborate. Their own reactions to the unusualness and newness of sense-making led to these questions:

***How can the principles and goals of sense-making be explained helpfully to library administrators and staff?**
***It took me so long to catch on, how can I possibly explain it to others?**

One of the primary aims of this report has been to offer as much assistance as possible in simplifying and explaining sense-making assumptions and methods. Chapter Three is a direct result of the many questions the librarians who supervised the module tests asked over and over again. It is offered as a communication tool along with this chapter, the instructional appendices, and the annotated bibliography. More than anything, however, the best tool of all may be the actual reports of the test modules in Chapter Six. In a sense, they speak for themselves.

Concerns about the appropriateness of one module over another

The actual process of being faced with having to choose at least one of eleven modules to test led the librarians at the test sites to ask a host of questions about the differences between one module and another. Representative of these questions are:

***Why do some of the questionnaires not record the whole experience?**
***Are questionnaires with long lists appropriate?**
***Are some of the modules more appropriate face to face and others by phone?**
***Would more structured interviews do the job better?**
***Is one kind of module better for minorities?**
***Are the long lists of this questionnaire appropriate for teenagers?**

And, after the librarians at the test sites had finished their module tests they had questions which indicated they were wondering if they had chosen the right module...or, in fact, whether any module would have been "right" for their interviewing situation:

***Would a briefer interview have been better for these rather humdrum library use incidents?**

***The information needs of our respondents were very straightfoward. Maybe we should have used the close-ended version.**
***Because reference questions are so straightforward, our interviews produced little data. Maybe we should have used a more complex situation as a focus?**
***Is there a way to streamline the modules for habitual or less important situations?**
***How can focusing on a respondent's habitual use of a library yield a rich experience?**
***How can an interviewer ensure that respondents will report about meaty situations?**
***Why did some in-depth interviews fail to yield in-depth results?**
***Why did sections which asked for questions fail to generate much interest for the respondents?**
***Why is it that sometimes a question at the end of an interview asking "Is there anything else you would like to add or say?" produces the most information?**

The set of eleven modules have been designed to offer a selection of possibilities for implementing sense-making in doing information needs and accountability assessments. Chapter Four overviews the modules and the differences between them. Some modules ask a respondent to describe a situation in detail, covering the sense-making triangle for every event in the situation while others ask only for highlights. Some focus only on how users were helped while others focus on barriers in library use as well. Some modules are group administered, others to individuals, and one involves reading newspapers, not interviewing people .

The eleven are not all possible options and libraries will invent new combinations. This happened with the test-site libraries whose studies are reported in Chapter Six.

There are some general rules of research that may assist research teams in selecting which module to choose:

**Phone interviews need to be briefer (usually 15-20 minutes, maximum 30)*

**The very young, very old, and recently arrived (immigrants) need shorter interviews.*

*Those with language difficulties need in-person interviews.

However, the fact is that when an interview is interesting to a respondent none of these rules are hard and fast. The best way to determine what module to use is to pre-test and observe the results. The actual choice will depend on your purpose, your respondents, and your resources.

In terms of the variety of modules available, several basic rules need to be remembered in the process of making a choice:

> *The open-ended modules provide richer human stories -- more "meat" for focusing on the "human interest" factor. However, they are more difficult to analyze and quantify. The close-ended modules provide the option of quick analysis and quantification.
>
> * No sense-making module is better than the skills with which the data is collected. In fact, to use a sense-making module with an interviewer who is judgmental and unconcerned in probably worse than doing no study at all. This means that where interviewing is involved (for all but one module), training practice is a must.
>
> * Because sense-making interviews assume that there is an accumulative response in good human interaction, it is not surprising when later questions or even the last question in an interview yields the maximum results.
>
> * Because some of the situations libraries want to study both for accountability and needs assessments are habitual, routine life situations, research teams need to understand that these situations rarely warrant in-depth interviews and the briefer module formats ought to be considered and even modified into a more streamlined form.

Appendices B and C provide suggestions for selecting and revising modules and interviewer training.

APPENDIX A

THE CONSULTANT NETWORK

Below are listed the names, addresses, and phone numbers of the 19 California librarians who supervised the test applications of one or more of the sense-making modules. Some librarians moved during the time of this project so information is provided, as well, on the library for which they supervised the application and the module #s they tested.

Test-site library	Modules tested	Consultant
Alameda County	#2	**Rayme Meyer** Alameda County Library 7606 Amador Valley Blvd. Dublin, CA 94568 (415) 828-1315
Auburn-Placer County	#6	**Dorothy C. Sanborn** Auburn-Placer County Library 350 Nevada St. Auburn, CA 95603 (916) 823-4391
Benecia Public	#1, #3	**Susan H. Firestein** Benecia Public Library 144 E. G St. Benicia, CA 94510 (707) 745-2612
Contra Costa County	#2, #8	**Stella Tjogas** Contra Costa County Library 1750 Oak Park Blvd. Pleasant Hill, CA 94523 (415) 944-3427
Covina Public	#11	**Rita Gay Jones** Covina Public Library 243 N. Second Ave. Covina, CA 91723 (818) 967-3936

Daly City Public	#10	**Linda M. Saltzer** Daly City Public Library 40 Wembley Drive Daly City, CA 94015 (415) 922-8098
Los Angeles County Public	#4, #6	**Julia Orozco** Los Angeles County Public Library 6518 Miles Ave. Huntington Park, CA 90255 (213) 583-1291
National City Public	#3, #4	**Anne Campbell** National City Public Library 200 E. 12th National City, CA 92050 (619) 474-8211
North State Cooperative Library System	#8	**James H. Kirks, Jr.** North State Cooperative Library System 257 N. Villa Willows, CA 95988 (916) 934-2173
Palm Springs Public	#8	**Clara J. DiFelice** Palm Springs Public Library 300 S. Sunrise Way Palm Springs, CA 92262 (619) 323-8284
Palo Alto City	#3, #8	**Pat Yowell** City of Palo Alto 270 Forest Ave. Palo Alto, CA 94301 (415) 329-2642
Redwood City Public	#2, #8	**Ned Himmel** Redwood City Public Library 881 Jefferson Avenue Redwood City, CA 94063 (415) 369-6251

San Diego County	#8	**Linda Wilson** Merced County Library 2100 O St. Merced, CA 95340 (209) 385-7484
San Mateo County	#1, #7	**Jannette Engel** San Mateo County Library 25 Tower Rd. Belmont, CA 94002 (415) 573-2045
San Mateo Public	#5	**Penelope Vogel** San Mateo Public Library 55 W. Third Ave. San Mateo, CA 94402 (415) 377-4685
Santa Cruz Public	#2	**Merritt Taylor** Santa Cruz Public Library 224 Chrust St. Santa Cruz, CA 95060 (408) 429-3526
Shasta County	#8	**Diane R. Duquette** Kern County Library 1315 Truxtun Ave. Bakersfield, CA 93301 (805) 861-2130
South San Francisco Public	#5, #10	**Cheryl Grantano** South San Francisco Public Library 840 W. Orange Ave. So. San Francisco, CA 94080 (415) 877-8525
Thousand Oaks Public	#3	**Kathleen A. Sullivan** Thousand Oaks Library 1401 E. Janss Rd. Thousand Oaks, CA 91362 (805) 497-6282

Observer	---	**Diane Davenport** Berkeley Public Library 2090 Kittredge St. Berkeley, CA 94704 (415) 644-6787

APPENDIX B

QUESTIONNAIRE DEVELOPMENT

The purpose of this appendix is to provide instruction useful in selecting and adapting the modules to meet specific research objectives. The sections covered in this appendix were suggested by a content analysis of the questions asked by the test-site librarians about the module application process. This appendix can not be a course in research. It hopes to assist the reader in at least beginning the journey. In the text below, bold face questions are those asked by librarians at the test-sites while italic text shows Dervin and Clark answers to these questions.

The sections covered in this appendix include:

*Some more module notes
*Defining the focal situation, identifying the respondents
*Pre-testing
*Questionnaire revisions
*Questionnaire introductions
*Educating respondents about sense-making

Some more module notes

Chapter 4 provides an overview of the modules which the reader will want to review before proceeding. In addition, Chapter Seven covers a number of common general concerns regarding module selection and ought to be reviewed as well.

Librarians at the test-sites raised a number of specific questions about particular modules for which answers may be helpful to others in thinking about the modules. These are reviewed in this section.

REGARDING MODULES #1 AND #7 -- THE IN-DEPTH INTERVIEW

***Is doing this in-depth interview worth it?**

Modules #1 and #7 are offered in this report because of their value in eliciting details about complex and rich situations. Module #1 would, for example, be a useful approach to interviewing an irate patron; #7 in trying to *unravel a really complex patron need situation. Both are excellent training for learning how to listen to people in terms of the sense-making triangle. Both can be used for large scale one-shot studies, but require more interviewer training, of course.*

REGARDING MODULES #2 AND #8 - THE BRIEF OPEN-ENDED INTERVIEW

***Do these modules lose so much of the respondents' experience in contrast to the in-depth interviews that librarians miss things they ought to know?**

The rationale for the brief open-ended interview format is that the highlights of the total situation that the respondent choses to remember are the important ones to the respondent at the time of the interview. Yes, detail is lost but experience shows that what is obtained represents a useful entry into the person's world for complex situations. Further, for less complex, more habitual situations, the in-depth approach is not appropriate.

One compromise approach between the in-depth interview and the brief open-ended interview is to ask the respondent to detail what happened step by step and to then proceed with the remainder of the brief open-ended format. This compromise is useful in all modules, because it anchors the respondent in a recollection of the events.

REGARDING MODULE #3 -- THE BRIEF CLOSE-ENDED ACCOUNTABILITY INTERVIEW

***Why does this questionnaire only zero in on the nature of contact and the helps obtained? Couldn't blocks also be isolated in a similar way? *Is asking only for helps obtained going to yield usable data or will it be too slanted?**

Module #3 was originally developed for the "How Libraries Help" study (Dervin and Fraser 1985) conducted *in California. It was intended to show how libraries help their patrons in human terms. This is not a "biased" use. It is, however, limited. One could modify the module to obtain barriers although a close-ended list of the ways people are not helped or are hurt by libraries has not yet been developed. It is something that is on the current sense-making development agenda.*

Note: See the end of this section of this appendix for comments specifically on the close-ended list of "helps" in Module #3.

REGARDING MODULE #9 - THE BRIEF CLOSE-ENDED NEED ASSESSMENT INTERVIEW

Note: See the end of this section of this appendix for comments specifically on the close-ended list of helps in Module #9.

REGARDING MODULE #4 - SELF-ADMINISTERED ACCOUNTABILITY INTERVIEW

***Is this questionnaire limited only to people who check out things?**
***Could this be used for phone reference or people who use typewriters?**
***Could this be sent out by mail?**
***Can data for this module be obtained on a specific book or material?**

This set of questions all focus on how to adapt this module for specific uses. All the adaptations listed are possible. One could even modify the module to ask: "What did you do at the library today?" and "How did it help?" . Or, one could enter through a specific service, like reference, and say "You used the reference desk today, how did it help?"

Note: See the end of this section of this appendix for comments specifically on the close-ended list of helps in Module #4.

REGARDING MODULE #5 AND #10 - THE GROUP INTERVIEW

***Does the focal situation need to be the same for all the respondents in the group?**

No, providing it's in the same territory. All might be asked to describe, for example, their worst experience at a library....or their best, their most difficult situation at work, etc. Within these general definitions, the specific content will differ. The differences will enrich the entire group process.

REGARDING MODULE #6 -- THE STAFF REPORT INTERVIEW

***How can staff member's assessments of what a person's question was, whether he or she got an answer, how complete it was, how it was answered, how the answer helped, etc. be reliable?**

As noted in Chapter Four, Module #6 may be more useful as a training exercise to help staff think about users and listen to them in terms of the sense-making triangle. However, as staff conduct more of their interactions in sense-making terms, the Module becomes a useful reporting form. Perhaps, for example, it might be standard to have the form on hand to report interesting cases for possible use in a weekly newspaper column or discussion at a staff meeting.

REGARDING MODULE #11 - ANALYSIS OF COMMUNITY NEWSPAPER

***Should only news stories be studies, or could letters to editors, announcements of fundraisers, etc. also be studied?**
***How is the analysis of a community newspaper a way to assess a community's needs?**
***How could this study be used to get leads on how to serve people in power rather than to get a quantitative portrait of community information needs?**

The first question is straightforward -- the module could be used to identify community actors and their potential information needs wherever they are displayed in the paper. The remaining two questions speak to the potential power of this module. An analysis of a community newspaper is not an index of the community's information needs. Generally, it is a an entry to some of the needs of the people in power in the community -- leaders who get newspaper attention. As such, a quantitative portrait of the results of the analysis may be less useful than the individual cases. Further, the module may be one most usefully used on a day to day basis. Today's newspaper might show, for example, that leader x is giving a speech on subject y this Friday. Perhaps, leader x would be helped by receiving copies of several relevant books. Or perhaps a small display or related books outside the auditorium would be useful. The module may be best used as a tool for developing individualized service for community leaders and, thus, cementing good relationships.

In addition to the questions above, the test-site librarians had some specific questions about the close-ended lists of "helps" used in modules #3, #4, and #9:

***How do the close-ended helps listed (e.g. get a quiet retreat, make contact with other people) relate to using library materials?**
***What's the difference between "getting rest and relaxation" and "calming down and easing your worries" or between "making contact with others" and "feeling like you belonged"?**
***What's the difference between "got emotional support" and feel like you belonged?"**
***Could the item "got motivated to do something or feel good about yourself, your decision, or circumstances, or calm down and ease your worries" be simplified.**
***Could we add to the list of helps "found materials I was looking for" or "learned something."**

***Could we give the respondent a set of definitions of this list of helps so we could be more sure what they are answering?**
***Aren't these lists too long for oral interviews?**

These questions must first be placed in the general context of sense-making theory which assumes that no outside observer can make the connection between a specific piece of information or message package (e.g. book, etc.) and how it or the context of its use is helpful to the user. Only the user can judge and unlikely combinations do occur. Reading a book about a shared problem may make one feel less alone or provide a quiet retreat or give information or make one feel motivated to go on.

The category "found what I was looking for" was not included on the lists because the lists focus on the helps obtained from materials and services, the helps behind locating a book or magazine, etc.

There are two versions of helps in the modules -- a long version of 16 categories in module # 9 and a short version of 7 categories in module #3 and #4. The shorter version was actually derived from the longer version and can be substituted for the longer version. In fact, this is recommended and the list of questions from the test-site librarians has been edited to include questions pertaining only to the short list.

The specific categories of helps have been tested on numerous respondents. It is clear, for example, that getting rest and relaxation are judged differently by many people from calming down or easing worries. Likewise, making contact is more a matter of simply connecting with others while feeling not alone is a internal state of being. The help categories were developed by content analyzing the open-ended responses of some 5000 respondents from all walks of life. They have a wide degree of applicability. No doubt, future research will improve their presentation but our efforts to date suggest that they work well without further definition. The response we make to respondents *who ask for definitions is "Whatever the words mean to you". This works well. Often people ask questions about meanings because they are afraid their own meanings will not be acceptable to you.*

As for handling a long item, or a long list in the interviewing process, see Appendix C for suggestions.

Finally, the test-site librarians had questions about the use of rating scales used throughout the modules to evaluate the degree of helpfulness of answers to questions (very helpful, quite a bit, very little), and other dimensions (e.g. degree of being blocked, completeness of answer). A typical question was:

***Is the rating terminology (very helpful, quite a bit, very little, not at all) meaningful to respondents?**

Rating scales of this type are frequently and successfully used in social science research. In essence, one is not concerned with any absolute measurement but rather with the respondents anchoring a response on his/her personal scale.

Defining the focal situation, identifying the respondents

The primary tasks which need to be accomplished to select a module are to decide on the respondents and the focal situation. Both Chapter Four and Seven provide some guidance on these tasks. In addition, an examination of Chapter Six provides 20 examples of how this was accomplished in the module tests.

A brief overview of the choices the test-site libraries is listed in Table 5 which starts on the next page.

Table 5

Focal Situations Used by Test-Site Libraries

ALAMEDA COUNTY (MODULE #2)

Respondents: All Dublin library patrons.

Focal Situation: The last time you used the Dublin Library that stands out in your mind (#2).

AUBURN-PLACER COUNTY (MODULE #6)

Respondents: Library staff estimates of library users in Auburn-Placer County.

Focal Situation: Staff members reported on the situation they saw as leading the users to contact the library.(#6).

BENICIA PUBLIC (MODULES #1 AND #3)

Respondents: Users of the bookmobile service the Benicia Public Library provides for the city.

Focal Situation: The visit to the bookmobile on the day interviewed (#1). The most recent visit to the bookmobile (#3).

CONTRA COSTA COUNTY (MODULES #2 AND #8)

Respondents: Young adults in Contra Costa County.

Focal situation: The most recent situation you faced in which you needed or wanted an answer to some question, information about something, or otherwise wanted or needed to clear something up or find something out (#8). If you sought an answer in a library, tell if anything happened that was particularly helpful (#2).

(continued)

Table 5 (continued)

Focal Situations Used by Test-Site Libraries

COVINA PUBLIC (MODULE #11)

Respondents: Articles on community actors and there potential need situations in newspapers.

Focal Situation: To assess the information needs of the community of Covina through articles in applicable newspapers (#11).

DALY CITY PUBLIC (MODULE #10)

Respondents: Leaders of the Filipino community.

Focal Situation: A recent situation that you were involved in or know about where things did not go well for you or the community (#10).

LOS ANGELES COUNTY PUBLIC (MODULES #4 AND #6)

Respondents: Users of Los Angeles County's Afro-American Resource Center, American Indian Resource Center, Asian-Pacific Resource Center, and the Chicano Resource Center.

Focal Situation: Name the title of the book, record, tape, or magazine you are returning and indicate in both your own words and on a checklist how the item helped you.

NATIONAL CITY PUBLIC (MODULES #3 AND #4)

Respondents: Registered audio visual patrons of the National City Public Library.

Focal Situation: The last time you visited or contacted the National City Public Library.

(continued)

Table 5 (continued)

Focal Situations Used by Test-Site Libraries

NORTH STATE COOPERATIVE LIBRARY SYSTEM (MODULE #8)

Respondents: Willows area residents.

Focal Situation: To tell about a recent situation in which you had a question as to how to solve a problem in your everyday life.

PALM SPRINGS PUBLIC (MODULE #8)

Respondents: Members of the Palm Springs business community.

Focal Situation: A recent situation in which you needed information or needed to make sense of something relating to your business operations.

PALO ALTO CITY (MODULES #3 AND #8)

Respondents: Registered borrowers of the Palo Alto Public Public Library 65 years or older.

Focal Situation: To recall the last time you visited, contacted, or used the services of any of the Palo Alto City Libraries. Which one (#3). To tell what happened in the most recent situation you faced where you needed specific information to solve a problem (#8).

(continued)

Table 5 (continued)

Focal Situations Used by Test-Site Libraries

REDWOOD CITY PUBLIC (MODULES #2 AND #8)

Respondents: Redwood City city management staff.

Focal Situation: To focus on a recent situation in which you needed information to do your job or tried to make sense out of something on your job (#2). To state if you ever use the library to get information or make sense of something to do your job (#8).

SAN DIEGO COUNTY (MODULE #8)

Respondents: San Diego County community leaders.

Focal Situation: To tell what happened in the most recent troublesome situation you faced in your role as [occupation].

SAN MATEO COUNTY (MODULES #1 AND #7)

Respondents: Adult users of San Mateo County Library.

Focal Situation: To recall what happened on your most recent visit to the library (#1). To focus on a recent situation (something which occurred in the past year) in which you needed information to do your job, or tried to make sense of something on your job, or in your personal life (#7).

SAN MATEO PUBLIC (MODULE #5)

Respondents: Users of San Mateo Public Library.

Focal Situation: To recall what led to your most recent contact with a library.

(continued)

Table 5 (continued)

Focal Situations Used by Test-Site Libraries

SANTA CRUZ PUBLIC (MODULE #2)

Respondents: People who called the telephone reference service of the Santa Cruz City Library System (Central Branch).

Focal Situation: The most recent phone call to the Central Library reference desk.

SHASTA COUNTY (MODULE #8)

Respondents: Shasta County department heads and elected officials.

Focal Situation: To tell what happened in your most recent situation at work which was troublesome to you.

SOUTH SAN FRANCISCO PUBLIC (MODULES #10 AND #5)

Respondent: Parent of child who used the Children's Department at South San Francisco Public Library.

Focal Situation: To tell about the last situation you found yourself in which was troublesome to you as a parent

THOUSAND OAKS PUBLIC (MODULE #3)

Respondents: Registered borrowers of Thousand Oaks Library.

Focal Situation: To remember the last time you visited the Thousand Oaks Library.

This review of the module tests gives a overview of the range of possibilities.

The actual selection of the focal situation requires careful thought. Looking at the module tests, we see a variety:

*the most recent incident
*any recent incident
*a recent troublesome situation
*a recent situation in which you needed information to...
*the most recent incident in which you phoned...
*the last situation which was troublesome to you as a...
*a recent situation in which you had a question as to...

Other variations are possible as well:

*the last time you did...
*the worst incident that ever happened
*the best that ever happened
*the one that stands out most in your mind
*a situation in your life that led you to...
*the last time in which you were helped by...

In making the decision about how to focus the sense-making interview, you need to anchor on your research purpose. There is no right or wrong answer. You need to ask yourself two basic questions: Are these the people we want to know about? Is this the experience in their lives that it will be most helpful to us to know about?

As has been noted often, the final choice of focal situation then constrains which module you use. If you decide to select a recent event, for example, than chances are you will pull in a lot of habitual behavior. These less important situations provide less meat for in-depth interviews and require the choice of briefer interview formats.

Pre-testing

Once you have selected a respondent pool, a focal situation, and designated a module or combination of modules, you may wish to conduct a pre-test, particularly if you plan to do a large scale data collection. There are no hard and fast rules as to how large a pre-test should be. Further, all the sense-making modules have been pre-tested many times, both in the module tests reported in this volume, as well as in other studies. Generally, if you plan a large scale data collection, as few as 5-10 pre-tests and as many as 15-20 should suffice both to gain practice in interviewing and to refine the questionnaire to fit your research context. The reference books listed in Appendix H provide guidance on doing pre-tests.

Questionnaire revisions

Chapter Seven explains why sense-making questionnaires are worded the way they are and reviews some of the kinds of changes which defeat sense-making purposes. As examples, the following changes suggested by test-site librarians are illustrative of ones which we recommend against:

> *to change the phrase "If you didn't get answers" to "If you think you didn't get answers"
>
> *to change "If you got an answer of some kind" to "If you found an accurate answer"
>
> *to use the word "information" to define a focal situation in a needs assessment
>
> *to use the phrase "library materials" instead of the phrase "books, records, tapes, or magazines"
>
> *to add the question: "Why didn't you contact a library to get an answer?"

The reason for recommending against these changes is that each one refocuses attention from the user and his/her definitions of the situation to the system and what it considers right or what it focuses on. As a result, the respondent ends up hiding his/her self-definition and redefining self in system-acceptable terms.

There are, however, numerous questionnaire revisions which can be made within these constraints. Here's a list suggested by the test-site librarians, all of which do no damage to the sense-making spirit and some of which actively build on it. These apply to various places in various modules and are listed here in no particular order as illustrations. They do not include all the suggestions made but rather are a representative sample.

> Changes of specific words
>
> *Changing the word "blocked" to "barrier" or "hindrance" or "made things difficult for you" or "frustrated you" or "run up against any problems"

*Changing the word "authorities" to "experts"
*Changing "feel good about yourself" to "feel better about yourself"
*Changing "literacy services" to "programs that help people learn to read"
*Changing "what prevented: to "what was unhelpful"
*Changing "facilitated" to "benefited"
*Changing "happening" to "situation"

Questions that might be added
*What might have made it easier for you to get a complete answer?
*Where did you get the answer?
*Did the situation hurt you in any way?

In addition, wherever the modules include close-ended lists of library materials and services or reasons which led to library contact (as in module #3), these could be modified in any way that reflects a given library's roster of services or a given respondent pool's complexion of life circumstances. The same holds true for demographic categories which could either be eliminated entirely or be modified to reflect the study purpose. In studying teens or seniors, for example, the age categories might list specific years. Further, it is always potentially relevant to include categories such a "none of the above" or "other".

Another aspect of the modules is that they can be combined to achieve different purposes. This is readily seen in the module tests where there were a variety of different combinations used. One important point for such combinations is that when one study attempts to do both an accountability and need assessment, the need assessment ought to go first so that responses will not be biased toward the respondent's perception of the needs libraries can address.

Questionnaire introductions

The books in the annotated bibliography marked as "general research" and "interviewing" texts give hints for how to make questionnaire introductions so this issue is not covered in detail here. In general, in sense-making studies completed to date (see Appendix H bibliography), the following rules have been adhered to:

*Respondent anonymity and/or confidentiality was protected

*Respondents were told who was collecting the data (e.g. a university) and for what purpose (e.g. for guiding improvement of the state's libraries or to see how well our libraries are doing).

In some studies, respondents received letters in advance telling them of the study purpose and asking respondents to think about a focal situation in advance. In others, the contact was made without advance preparation.

Educating respondents about sense-making

As has been mentioned, sense-making studies often involve respondents in quite lengthy introductions of the interviewing approach. Here are some illustrations:

*What we want you to do is describe this situation as if you were taking us on a journey through the situation with you. It's almost as if you were sharing a bunch of photographs with us -- showing us what happened first, what second, and so on. But, you have a very different kind of camera -- it takes pictures of your thoughts. So, tell us what happened step by step but include everything you remember -- what you did, said, or thought, what others did or said, and things that just happened.

*Parts of this questionnaire may seem repetitive to you but remember you are taking me through the situation with you. I wasn't there but I want to know what happened. If something I ask seems repetitive, just tell me...and we'll go right ahead.

*We're going to be asking you about the ways in which you were stopped or hindered in this situation, the questions you had, and the ways in which you wanted to be helped. Let's use an example. Pretend that you went to the grocery store to shop for ingredients for a salad. There was a big crowd -- that stopped you for a while. Then you found the lettuce you wanted but there was no price tag. That stopped you for a while too. And, suddenly you remembered something you forgot to do -- that gave you pause as well. You had some questions too -- one was "Why is it so crowded?" Others were: "What's the price of the lettuce?" and "When will I have time to finish that job?". As for helps, you remember thinking that it would have helped if a clerk was nearby to answer the question about the lettuce...and it would have helped if someone friendly was in the check-out line to help pass the time.

*We want you to select a situation which was troublesome to you in some way and affected you as a boss but it doesn't have to be one that has anything to do with libraries. The important thing is that the situation be important to you -- one that stands out in your mind.

* We want you to tell us all the events that happened in this situation -- what you said or did or thought, what others said or did, what just seemed to happen. I will write each event down on one of these cards. After you are done, we'll re-read the events in order because you may want to add an event or, perhaps, combine two because as you think about it they really seem to be one. After we have the events the way you want them, I am going to ask you about each event -- how it looked to you, whether anything was troublesome about it, what questions or confusions you faced, and what kind of help would have been nice. I will also ask if you got answers to your questions or got around the barriers you faced and whether you got the kind of help you were seeking. The interview is detailed, but you are very much in charge. I need to ask the questions in this way because it allows me to hear about the important parts of your situation and then to compare your situation to that of others. As we proceed, though, you need to tell me when I have already heard about everything important about a given event....or whether you have more to say about an event to help me really understand it.

APPENDIX C

INTERVIEWING

The purpose of this chapter is to provide suggestions for conducting sense-making interviews. Regarding the general art of interviewing, Appendix H includes annotated references to interviewing texts.

This chapter is divided into the following sections with each focusing on the major concerns and questions asked by the librarians at the test-sites:

*the "hows" of sense-making interviewing
*the "whos" of interviewing
*the "whens" of interviewing
*the "wheres" of interviewing
*the training on interviewers

Questions in bold face are a representative selection of those asked by the test-site librarians. Italics indicate answers to these questions.

The "hows" of interviewing

Sense-making interviewing requires that the interviewer show what is called "a positive neutral regard". This means that the interviewer is pleasant, very attentive, very interested in what the respondent says, able to track and repeat the respondent's words, but at all times totally accepting in a neutral way of everything the respondent says.

Appendix B as well as Chapter Seven provides some suggestions that will be helpful in thinking about interviewing. What follows here is a list of the questions asked about the "hows" of interviewing by the test-site librarians followed by suggestions:

> ***What should I do if the respondent asks what something means?** *Say "whatever it means to you" or "we're interested in what you think".*
>
> ***What should I do if the respondent wants to change something he/she said earlier or add new information?** *In sense-making interviews, the respondent is always treated*

as a collaborator and colleague. Make the change or add the new information and discuss whatever adjustments must be made as a result.

***If the respondent is concerned about the interview being too personal?** *Repeat the assurances of anonymity and confidentiality made in the introduction (see Appendix B) and say "we need to know how you and other people see situations in order to be helpful" and "of course, you are in charge and should tell me only what you want to share."*

***If the respondent asks about the questionnaire approach?** *Share as much as possible, using suggestions from Appendix B.*

***If the respondent thinks the questionnaire is too repetitive?** *Explain that you are trying to learn as much as possible about how he/she saw the situation. Sometimes it helps to suggest that it's like taking a friend mentally through a situation you already experienced -- it's familiar to you but unfamiliar to the friend. You can add, too, that "you are in charge and should tell me whenever the questions seem to be getting repetitive or whenever you have nothing more to say about a particular event." See, also, Chapter Seven and Appendix B for more suggestions.*

*** If the respondent doesn't understand a word or concept?** *Appendix B suggests some approaches to providing examples. For the most part, however, you want to say something like "Whatever that means to you" or restate some of the things the respondent said recently and then repeat the last question.*

***How fast should I ask questions?** *Interviewers should maintain a steady pace, but use the respondent's pace as a guide.*

*** What if the respondent goes off on tangents?** *Pull the respondent back to the questionnaire gently by repeating the last question or saying "You were saying..." and then repeating the respondent's last relevant comment. In some situations, you may want to say that during the interview you try to talk* *only about the interview but afterwards you would be interested in talking about other things.*

***What if the respondent says something inaccurate?** *Thou shalt not ever correct a respondent. At the end of the interview, you might find a way to provide the respondent with the "accurate" information but this should never be done directly. You might give the respondent a brochure, for example.*

***What if a respondent asks if I agree?** *It is very important to remain neutral, accepting but non-judgmental. You might say "I want to know what you think."*

***What if a respondent says "I don't know?"** *Frequently such responses really indicate that the respondent needs a bit more time to think. Repeat the question leisurely, maybe repeat some recent things the respondent said "You were saying that..." If the respondent says "I don't know" a second time, go on to the next question.*

***If the respondent answers ambiguously?** *Ask "can you tell me more about that" or "could you be more specific" or "can you give me an example."*

***How can I get the respondent to give a non-library situation?** *Emphasize in your introduction (see Appendix B for examples) that that's o.k.*

***How do I get respondents to tell me lots of details?** *First, practice sense-making interviewing and neutral positive regard. Show you care. Make eye contact. As you record responses, repeat what the respondent said out loud. Use frequent probes: Is there more? Was there another? And? Anything else?*

***What if the respondent says he/she can't answer because he/she is stupid?** *Immediately say, "we are interested in what you think, it's important to us."*

***How can I tell the respondent about the library during the interview, particularly when it's obvious the respondent is unaware?** *Please, don't. In one moment,* *you will lose your neutrality. Maybe send brochures later as a thank you.*

***Do we have to stick to the questions as written?** *It's important to stick to the basic sense-making logic -- to cover the "corners" of the sense-making triangle you care about. Within this, there is freedom to adapt to the respondent: "You just described your situation as one where you had the central question. Did you have any other questions?" "You already said you saw yourself as blocked by your boss. Was there any other way you were blocked?"*

***How do you listen and record answers at the same time?** *We usually suggest that our interviewers repeat back to the respondent what they are writing down word for word. This fills the "space" with words and is very flattering to most respondents. Sometimes, in very in-depth interviews, we tape record the responses and the interviewer only writes enough notes so he/she can key to the tape recorder for later transcription and keep track of the interview during its process.*

***What do you do if the respondent names a situation which you think is shallow?** *This is tough. The most general answer is nothing but accept it as given and try to improve your introduction for the next interview. One cannot let the respondent think he/she is being evaluated or prejudge another's life situation as "shallow."*

***How can you interject conversation into the interview?** *Actually, one shouldn't. The purpose of interviewing is to hear the other person on their own terms. The need to converse in this situation means we want to have the other person listen to us.*

***What can I do during interviewing to make the interview less repetitive?** *Practice responsive interviewing. Keep aware of what the respondent has said and become able to repeat back portions of it, as needed: "You already said that you had a question, did you have any others?" "I remember a few minutes ago you said that you got an answer to that question, was it a complete answer?"*

***How do you handle long close-ended lists when interviewing by phone or in person?** *What you do is remind the respondent of the reason why you are going through the list: "Remember, I have asked you to tell me which of these questions you had in this situation" is an example.*

***How do you handle group interviewing?** *Really, it is very much the same except that you ask a question and then go around the room letting each person answer the question in turn. At the end of a round you can ask if anyone has something more to add because, frequently, listening to others reminds people of other things they would like to say.*

The "whos" of interviewing

The texts in the annotated bibliography (Appendix H) include sections on interviewer qualities. In addition, the test-site librarians had an expected set of questions:

***Who should do sense-making interviews?**
***Will librarian interviewers produce biased results?**
***Should we hire trained marketing interviewers?**

One of the premises of sense-making is that research ought to be at the core of everyday practice. This necessarily implies that librarians and library staff ought to be able to interview and that interviews ought to be conducted regularly as part of practice. Sense-making assumes that with effective interviewing librarians can elicit negative material about the library and as "truthful" responses as non-librarians could elicit. Practice and an understanding of the sense-making approach are key.

People who are successful at other types of interviewing will not necessarily be successful at sense-making interviewing. Some will -- those that listen well and have interest in others. However, there are some marketing interviewers who "succeed" primarily because they can effectively lead a respondent through a series of "Do you buy this or that" questions without really ever hearing a word the respondent says. It also has been observed in 14 years of conducting sense-making interviews that individuals who are either *permanently or temporarily self-absorbed have great trouble doing sense-making interviews.*

In terms of other options available for interviewing, libraries may think about their boards, volunteers, and other community members who might wish to help.

The "whens" of interviewing

The test-site librarians had an expected set of questions about the "whens" of interviewing:

***Are the interview time-estimates realistic?**
***How long an interview can a respondent tolerate?**
***What's the best time to do interviews?**

Again, the texts in the annotated bibliography are useful in answering these questions. Some additional comments may help.

The time-estimates attached to the modules in Chapter Four are based on a variety of field-tests. However, every research situation is different and only pre-testing can give you an estimate for your specific purposes.

In answer of how long an interview a respondent can tolerate, the answer is as long as the situation is rich and the respondent has a story to tell. We have had in-depth interviews go six hours and brief interviews take two minutes.

In terms of the best times to interview, sense-making studies that we have conducted have usually involved making appointments with respondents or at least explicitly ask "Is now o.k. or can I call you at a better time?"

The general caveats of timing interviews are listed in the interviewing texts. For phone interviews, for example, people are more often at home at night or on weekends.

The "wheres" of interviewing

There are a number of possible interviewing sites available: in the respondent's home, by phone, at the library, at another community agency. One concern the test-site librarians had was about the impact of using the library as an interviewing site on the interview:

***Will doing interviews at the library effect the results?**
***Will the respondent feel compelled to praise the library or use a library-related incident because he/she is at the library?**

One protection against this is to go out of your way to say to the respondent that it is o.k. to criticize, even to say nothing good, or that it is o.k. to choose incidents or events that have no relationship to the library at all. For many people, for whom libraries are not necessarily comfortable places, phone interviews or interviews in the respondent's home arranged by appointment will provide a more neutral context. Most sense-making interviews can be completed successfully by phone except for in-depth interviews about complex situations.

The training of interviewers

A final area of concern was for the extent of training required:

***How much time do we need to spend training interviewers?**
***Do interviewers need to practice?**

Generally, sense-making studies train interviewers for 2-3 hours and then debrief them for further training after 2-3 interviews. Some interviewers are then tracked further until they feel comfortable and facile. There is no hard and fast rule although it is very evident that the more people use sense-making approaches the better they become.

APPENDIX D

SAMPLING

The purpose of this chapter is to provide some introductory comments on sampling. It must be understood, however, that there are many approaches to sampling and that this appendix can provide only the barest introduction. The texts listed under sampling in Appendix H provide details. Further, if a library is in a position where it is doing a study whose outcomes have high risks (like deciding the fate of the budget), it would be wise to hire as a consultant someone who is knowledgeable about sampling.

This appendix is divided into these sections:

- A brief introduction to sampling
- A discussion of sample size
- An overview of the samples used in the module tests

A brief introduction to sampling

This introductory overview translates some common sampling terms into library contexts so the reader can more readily make use of the standard sampling texts listed in Appendix H. The overview also explicitly builds in answers to questions about sampling raised by the test-site librarians. The actual questions of the test-site librarians are not listed individually in this Appendix, but rather are represented in the structure of the chapter.

Sampling is a process where you choose something less than the whole to represent the whole. For the purposes of the sense-making modules, this mostly means trying to represent all the people in a category (e.g. all users, all citizens, all leaders, all elderly, all staff). In order for the "something less" to be representative of the entire population, the process of selecting has to be random. In essence, this means that human judgment or selectivity processes can not guide the selection.

The following operations meet the criteria of randomness:

- If you have an aphabetized list of all the people you want to sample (users, residents of the city listed in the phone book, people who called the reference desk, etc.), you can pick a random sample by:

a)choosing a random place to start picking people -- either a random # between 0001 and the last person counted on the list; or a random page, column, and number of inches down to start;
b)choosing the # of people to skip between picks, like every 2000th, or every 6 columns representing roughly 600 names; and, then
c)picking every nth person.

This method produces a *systematic random sample.*

* Alternatively, you could put every name on the list on a card and put all the cards in a box and shake the box up and start drawing names out until you have the number you want. The result would be a *simple random sample.*

Both these methods put the picking of the individuals to be interviewed in the hands of random procedures. The first involves the use of a *random number table* (found in the back of most statistics books) where you literally close you eyes and land your pencil somewhere on the page and let the table tell you what the starting number ought to be. From that point on, it is assumed that an alphabetized list of names is ordered in such a way that skipping across that list after a random start yields a random sample. The effect of using a random number table on such a list is like the effect of drawing names out of a box.

Both of these sampling methods require, however, that you have a complete list of names available. Sometimes this is not possible. Some libraries, for example, do not have patron lists. Or, sometimes you want to do a study of a group of people who are not readily listed anywhere (e.g. community leaders). In such cases, you have two options: create a list or find a way of sampling that avoids the necessity of having a list.

* To create a list, you would do whatever research is necessary to acquire names for the list. You might, for example, read the newspaper to identify community leaders, or do phone calls in which you ask the leaders you already know who they would themselves name as community leaders. Once you have created such a list then you can proceed to randomly sample as suggested above.

* To find a means of sampling that avoids making a list, you have to have a context which allows access to the people you are interested in. For library patrons, for example, libraries that do not have patron lists can access their patrons every day because the patrons make contact with them. The question becomes how to do so randomly. You have to select in a random fashion both the when and the where of the patrons to sample.

* Another method involves combining the two approaches above -- first determining when and where to make contact and then collecting the names of all the people contacted and making a list of these names from which to sample.

The latter two methods of connecting with people still require that a choice be made of when and where to make the contacts with potential respondents. The rules of sampling say that the decisions about when and where should be made randomly. There are two kinds of sampling described in the texts which are relevant -- *geographic or point sampling*, and *time sampling*. The basic rules of sampling remain the same. You can identify all the times or all the places and then sample within these. The general idea is that the more you can spread your picks across time and space, the better your representation will be. One must always temper this spread, of course, with resources available. One might chose, for example, to stop every person who enters the main door for a week but if the week is atypical the sample will be atypical. Or, you might chose to stop every person on 2 randomly selected days a week for 6 weeks. Or, every person on the main floor at 6 randomly selected times a day on 2 randomly selected days a week for 6 weeks.

One way to decide how many people to pick at one place or one time is to do what is called *proportionate sampling*. In this kind of sampling you need to know, for example, how many people use the library at different times of day and/or at different library sites. You then select your sample proportionate to this level of use. So if half the users come in the morning at the branches, half the sample would be drawn in the mornings from the branches with each branch pulling in respondents in proportion to its usual share of the morning users.

Sometimes the only way you can get access to your intended respondents is in intact groups where you take all the members of the group. Say, for example, you can't obtain a list of all teens (your intended respondents in your city) but you can get access to the 56 high school homerooms. A random sample of the 56 would become what is called an *intact group sample*.

Attached to this rather basic set of ideas is a large body of complicated rules about sampling. But the fact is that for most research purposes straightforward and simple sampling procedures are best. Most of us are not likely to lose our jobs because our findings are slightly off as a result of a less than perfect sample. We are not predicting the results of elections (a very high risk business). The fact that most phone interviews leave out the very poor and the very rich won't impact out studies very much. What is more important is that we be clear about who we want to reach, arrive at a plan which produces as much spread across the various sampling entry points as possible, and then put our energies into good interviewing and using the results well.

A discussion of sample size

As has been emphasized earlier, sense-making assumes that smaller-scale interviewing efforts done frequently are in the long run more useful than large-scale one-shot studies. The concern here is for continuous input of viewpoints from users and potential users. There are circumstances, however, when we want to be able to generalize from our sample to the population and the situation is one with risk involved. In such situations, we may wish to worry about sample size.

Table 6 provides a vehicle for a brief introduction to questions realting to sample size. First, it is important to know that the size of the sample one needs to get from a population to obtain a stable estimate of the population does not depend on the size of the population. It is solely dependent on the size of the sample. This is one of the mysteries of sampling theory.

Table 6

Approximate sampling error of estimate percentages for subsets of respondents at p <.001

% obtained from sample	ERROR AROUND OBTAINED ESTIMATE									
	IF SAMPLE OR SUB-GROUP SIZE IS...									
	25	50	100	200	300	400	500	600	700	800
50/50	26	18	13	9	8	6	6	5	5	5
40/60	25	18	13	9	7	6	6	5	5	4
30/70	22	16	11	8	6	6	5	5	4	4
20/80	21	14	10	7	6	5	5	4	4	4
10/90	15	11	6	5	4	4	3	3	3	3
02/98	5	5	5	3	2	2	2	2	1	1

Table 6 tells you what kind of error you can expect in your obtained results due to sampling, i.e. simply due to taking something less than the whole to represent the whole. For example:

> * If your results showed that 50% of the100 citizens you sampled from your city could not recall ever having used your library, the table says that the error in that 50% estimate would be plus or minus 13% or from 37% to 63%.
>
> * If, on the other hand, only 20% of the100 citizens could not recall ever having used your library, the error around that estimate would range from10% to 30%.
>
> * If it was even fewer citizens, say10%, the error would go down to plus or minus 6% or 4% to16%.
>
> * If, on the other hand, the sample size had been 500, the error for the 50% estimate would have been only plus or minus 6% (44% to 56%) and the error for the10% estimate would go down to plus or minus 3% (7% to13%).

The first principle to learn from all this is that *the closer your obtained estimate is to 50% the higher will be the error due simply to sampling and the larger the sample size you will need to be able to* *say you have a stable estimate.* The reason for this is that 50% looks random in itself so it needs a firmer base on which to stand to say it is not random. *The second principle to learn is that large samples reduce sampling error but reducing error gets progressively more expensive.* When you have an estimate of 50%, you can reduce error from 26 to 18% by increasing a sample from 25 people to 50 but it takes 400 people to reduce error from 6% to 4%.

In actuality, sampling errors are not as straightforward as Table 6 suggests because they vary by type of sample and by the degree of confidence you want in your results. Table 6 assumes a degree of confidence of p<.001 which is a high confidence.

Less important than understanding what all the sampling terms mean is understanding that getting a low range of error around your results costs a lot and may simply not be worth it except under the most high risk situations. What most practice situations need is a means of getting continuously good input. Two interviews every four month done to randomly selected citizens accumulate: 10 interviewing librarians x 2 every four months x 3 times a year x 5 years = 300 involvements with people on their terms in 5 years and good basis for planning.

An overview of the samples used in the module tests

Perhaps the best introduction to sampling is to study the different sampling approaches used by the test-site librarians, almost all of whom has little experience with sampling prior to this project. Table 7 provides a brief overview of the samples used for each module test. More complete details are provided in the module reports in Chapter Six. The modules are listed there alphabetically by library name.

Table 7

An overview of the samples used in the module tests

LIBRARY	SAMPLE
ALAMEDA COUNTY #2	Sample: 200 randomly selected library users from a list tallied during 10 randomly selected one-hour time slots over 3 weeks time.
AUBURN-PLACER COUNTY #6	Sample: 28 staff members from 10 libraries completed 55 questionnaires with a total number of 65 chosen instances of service to library users.
BENICIA PUBLIC #1, #3	Sample: Module #3 - 26 users asked to complete a questionnaire as they left a bookmobile. Module #1 - 8 bookmobile users suggested by staff members.
CONTRA COSTA COUNTY #2, #8	Sample: 117 young adult volunteers randomly selected from schools located in the Contra Costa Library service area. Most of the sample was from intact English classes at 41 schools. In one school district where access to classes was not allowed, postcards were handed out on the campuses of 15 schools.
COVINA PUBLIC #11	Sample: 423 need issues from 122 news articles and editorials (excluding local sports, wedding and engagement announcements, and special local events) about Covina in applicable newspapers.

(Continued)

Table 7 (continued)

LIBRARY	SAMPLE
DALY CITY PUBLIC #10	Sample: 4 leaders of the Filipino community encountered in an attempt to access the Filipino population.
LOS ANGELES COUNTY PUBLIC #4, #6	Sample: 179 users of the Los Angeles PublicLibrary's Afro-American Resource Center, American Indian Resource Center, Asian-Pacific Resource Center, and Chicano Resource Center who were willing to complete a questionnaire. Staff members at the four centers completed questionnaires about 320 instances of service to patrons.
NATIONAL CITY PUBLIC #3, #4	Sample: 30 randomly selected users from a list of registered audio visual patrons.
NORTH STATE COOPERATIVE LIBRARY SYSTEM #8	Sample: 99 Willows area residents contacted by calling randomly selected telephone numbers.
PALM SPRINGS PUBLIC #8	Sample: 49 randomly selected members of the Palm Springs business community drawn from a list of all licensed businesses operating within the Palm Springs area.
PALO ALTO CITY #3, #8	Sample: 100 randomly selected users from a list of 3500 registered borrowers 65 years or older.
REDWOOD CITY PUBLIC #2, #8	Sample: 26 city management staff members randomly selected from names in this classification in a city computer.

(Continued)

Table 7 (continued)

LIBRARY	SAMPLE
SAN DIEGO COUNTY #8	Sample: 100 community leaders in San Diego County randomly selected from a list of 126 names compiled from several sources.
SAN MATEO COUNTY #1, #7	Sample: 71 adult users of 228 who were contacted from a list compiled by asking every adult user checking out material at the circulation desk over a six day period to fill out cards indicating willingness to be interviewed.
SAN MATEO PUBLIC #5	Sample: 52 library users willing to be interviewed of 181 who were approached as they entered the library during randomly selected daytime library hours.
SANTA CRUZ PUBLIC #2	Sample: 100 randomly selected users of the telephone reference services from a list of callers compiled over a 2 month period.
SHASTA COUNTY #8	Sample: 25 county department heads and elected officials chosen by staff members.
SOUTH SAN FRANCISCO PUBLIC #10, #5	Sample: 1 invited parent whose child participates in a library Children's Program.
THOUSAND OAKS PUBLIC #3	Sample: 177 patrons randomly selected from a list of registered borrowers at Thousand Oaks Library.

APPENDIX E

CONTENT ANALYSIS

The purpose of this appendix is to provide brief instruction on how to turn the verbal answers given by respondents into categories which can then be counted and presented in tables. This process is called content analysis. Appendix H lists a number of texts which provide further instruction in the methods of content analysis. The purpose here is to provide a brief overview of the process and to provide a tour of the different ways in which content analysis was used in the test modules.

This appendix is divided into three sections:

*an overview of how content analysis is done
*a procedure for checking the reliability of content analyses
*a survey of the use of content analyses in the test modules

An overview of how content analysis is done

The process of content analysis essentially involves making a list of the different verbal responses you obtained from your respondents and then putting them into categories of responses that you consider to be the same versus different. Say, for example, these are ten responses to the question about how the last visit to the library helped:

R001-I learned how to fix my sewing machine.
R002-I was able to find peace and quiet.
R003-I felt reassured because the librarian really helped.
R004-I become informed about public affairs.
R005-It made me better educated.
R006-I finished my term paper.
R007-I shared time with my child.
R008-I got my report done.
R009-The book I read made me feel better about me.
R010-I planned where to go to dinner.

Looking at these responses, you might wish to say that certain of them belong together in some ways. For example:

BECOMING INFORMED - R004, R005
BEING ABLE TO PLAN - R010

GETTING SKILLS - R001
GETTING THINGS DONE - R006, R008
GETTING SOLACE, PEACE - R002
GETTING SUPPORT, REASSURANCE - R003, R009
GETTING CONNECTED TO OTHER PEOPLE - R007.

The process of content analysis consists essentially of the steps described above. The complication is that you want your categories to be clear and consistent and to be categories which someone else could apply with the same results that you get. This is the only way you can be sure that your categories are well defined. The best way to develop well defined categories is to go through trial and error processes and involve others in your work. The discrepancies they have with you in coding responses (i.e. putting them into categories) challenge you to clarify your definitions more. Generally, a content analysis scheme consists of your category names, definitions of the categories, and examples. Here are all three components for two categories in the scheme above:

> GETTING SKILLS: When the user says he/she got better at doing something or acquired information on the hows of doing something. *My tennis game improved. I learned how to fix my sewing machine.*
>
> BECOMING INFORMED: When the user says he/she got educated or informed or acquired information without making reference to a specific way in which he/she put the information to use. *I got more educated. I got information.*

Many of the responses that you will want to content analyze from the sense-making modules already have categories developed which you may wish to use. Many of these categories come from the past 14 years of sense-making research. For example, all the close-ended lists of questions people have in situations, helps they seek, and barriers they face to getting answers presented in the close-ended modules were actually derived from content analyses of numerous open-ended responses across several studies. In addition, the test-site libraries have developed some of their own category schemes and you may be able to build what interests you on their efforts. A key to the available category schemes is presented in the last section of this chapter.

A procedure for checking the reliability of content analyses
To check the reliability of a content analysis scheme is to see how consistently you and at least once other person use it -- whether the categories into which you place a respondent's answer are the same as the other person's choice. In the sample above, for example, if you saw R001's answer as fitting into the "able to plan" category rather than "getting skills" we would have a *interjudge coding disagreement*.. Too many of these and we would have to conclude that our content analysis scheme (the entire set of categories) is unreliable. It could be unreliable either because the categories are not clear and mutually exclusive or because the rules and definitions aren't clear.

There are a number of ways of measuring how unreliable a content analysis scheme is. A simple way is called *the percentage agreement index*. It is simply a measure of the percentage of time two coders disagree subtracted from 100% (perfect agreement). The formula is like so:

$$100 - \frac{\text{\# OF TIMES TWO CODERS DISAGREE}}{\text{\# OF ITEMS BOTH CODERS CODED.}}$$

If, for example, both you and I coded all 10 respondents above and we disagreed only once, our interjudge coding reliability would be:

$$100 - \frac{1}{10} = 90\%$$

It is generally agreed that an interjudge coding reliability of 90% or above is acceptable, and 80% of above passable except for category schemes with only 2-3 categories. For these schemes, it is assumed that agreement should be easier to get because there are so few categories and higher standards are required. Generally, you check your reliability on a subset of all your data -- like 10%. For more information on interjudge coding reliability, see the texts listed in Appendix H.

A survey of the use of content analyses in the test modules
What follows is a table listing of all the different category schemes that have been developed to date and represented in this report. Each is keyed to where you can locate the list. Lists that come from close-ended items in various modules were all themselves originally

developed as content analysis schemes so can be used as categories for content analyses of verbal answers obtained from the open-ended modules. The close-ended lists can be found in the original modules in Chapter Five. All the adaptations and uses of content analysis schemes by test site libraries can be found in Chapter Six.

Table 8

Description of content analysis categories presented in this report

1) THE NATURE OF EVERYDAY PROBLEM SITUATIONS
The intent here is to categorize the nature of the troublesome situations people encounter in their daily lives.

CLOSE-ENDED LIST: A list of 18 categories is offered in Module #9, item #1 (see Chapter Five). This list was developed from content analyses of seven studies of general population information needs. Categories include among others: health matters, job concerns, learning something new, recreation and leisure, and so on,

APPLICATIONS IN THE TEST MODULES:
*Covina Public Library adapted the close-ended categories for their content analysis using Module #11.
*North State Cooperative Library System also adapted the close-ended categories for their content analysis using Module #8.
*Contra Costa County Library in its use of Module #8 adapted the list to codify the foci of the information need situations of their respondents.
*San Mateo Public Library developed a related scheme for their use with Module #5.

(continued)

Table 8 (continued)

Description of content analysis categories presented in this report

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2) THE KINDS OF SITUATIONS WHICH LEAD PEOPLE TO USE LIBRARIES
Related to the above are categories of the kinds of situations which lead people to use libraries. These are sometimes called "reasons for going to libraries."

CLOSE-ENDED LIST: Module #3, item 3 (see Chapter Five) includes a close-ended list of 8 categories developed based on content analyses of past studies. Among the categories are: school, job, leisure of free time, etc.

APPLICATIONS IN THE TEST MODULES: A number of test-site libraries applied Module #3. In addition, however, two adapted the focus of the list in content analysis schemes:
*Alameda County Library developed their own scheme in their use of Module #2 using such categories as: subject information, books, ancillary services.
*Shasta County Library made a direct adaptation in their use of Module #8.

3) THE QUESTIONS PEOPLE HAVE IN SITUATIONS
The intent here is to codify the different kinds of questions people have in situations.

CLOSE-ENDED LIST: Module #9, item 5 includes a close-ended list of 17 "generic questions" people have in situations developed off of 14 years of sense-making studies to date. Among the generic questions are: How will things turn out? How can I get motivated? How are things related to each other? What are the ways things should be done, the rules, the laws? etc.

(continued)

Table 8 (continued)

Description of content analysis categories presented in this report

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APPLICATIONS IN THE TEST MODULES: The close-ended list of generic questions was adapted by two test-sites:
*North State Cooperative Library System in their use of Module #8.
*Shasta County Library in their use of Module #8.

4) THE HELPS PEOPLE SEE FROM ANSWERS TO QUESTIONS

The basic intent in these category schemes is to codify the different ways in which people want to be helped by answers to questions and the weays they report themselves as actuially helped.

CLOSE-ENDED LISTS: Module #3, item 5 and Module #4, item 3 both include the same 7 category list of generic helps, including such categories as: got ideas or understandings, accomplished something, made contact with others, got motivated to do something, etc. Module #9, item 8, includes a 17 category list of generic helps. Actually, the 17 category list is a predecessor of the 7 category list and most current sense-making work uses the 8 category list. Both lists results from content analyzing some 10,000 responses to questions about what helps people wanted and got from books, information, sources, media, and so on.

APPLICATIONS IN THE TEST MODULES: A number of libraries used the close-ended lists in their module tests. In addition
*Contra Costa County Library developed its own list of helps from answers to questions particularly pertinent to the young adult respondents to their use of Module #8.
*Redwood City Public Library modified the helps list as a means of coding the nature of information needs elicited through Module #8.

(continued)

Table 8 (continued)

Description of content analysis categories presented in this report

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*Shasta County Library adapted the the close-ended categories for their content analyses of responses to Module #8.

5) THE BARRIERS PEOPLE FACE IN TRYING TO GET ANSWERS TO THEIR QUESTIONS

These category schemes focus on categorizing people's explanations of why they didn't get answers to questions.

CLOSE-ENDED LIST: Module #9, item 6, includes a set of 6 categories including situation complexity, timing, own emotions, lack of resources, someone else standing in the way, or finding the answer inadequate. This set of close-ended items was itself first developed as a result of content analysis.

APPLICATIONS IN THE TEST MODULES:

* Contra Costa County Library developed for their use of Module #8 a related list of "personal blocks" to answering information needs including such categories as in a hurry, confused, parents a problem, etc.

*North State Cooperative Libbrary System adapted the close-ended list for their content analyses of responses to Module #8 and applied the scheme both to responses dealing with how situations blocked respondents and to how they were prevented from getting answers.

*Redwood City Public Library developed a related list of barriers in their use of Module #8 on city employees

*Shasta County Library also adapted the close-ended list for their content analyses of responses to Module #8.

*Other test-site libraries developed related schemes pertaining to the barriers people identify in libraries. See section 7 below.

(continued)

Table 8 (continued)

Description of content analysis categories presented in this report

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6) THE DIFFERENT WAYS IN WHICH PEOPLE TRY TO GET ANSWERS TO THEIR QUESTIONS

The focus here is on the various strategies and sources people use to try to answer their questions in situations.

CLOSE-ENDED LIST: Module #9, item 9, includes a 9 category list of strategies including: own thinking or experience, the media, authorities, family members, co-workers, friends, and so on. The categories were developed from 14 years of prior studies.

APPLICATIONS IN THE TEST MODULES: Four library sites adapted the close-ended list in their content analyses of Module #8:
*Contra Costa County Library
*North State Cooperative Library System
*Redwood City Public Library
*Shasta County Public.

7) THE DIFFERENT REASONS USERS WERE BLOCKED BY THE LIBRARY

Focus in these content analysis schemes was placed on coding the different barriers users pointed to in library service.

APPLICATIONS IN THE TEST MODULES: There were no close-ended category schemes provided in the modules. A number of test-site libraries developed their own related schemes:
* Alameda County Library developed a six category scheme of "ways patrons were blocked" for their use of Module #2.

(continued)

Table 8 (continued)

Description of content analysis categories presented in this report

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* Auburn-Placer County Library developed a eight category scheme to tap "reasons users were not satisfied" and a four category scheme to tap "reasons users were partially satisfied" for their application of Module #6. The schemes build in some categories of "barriers to getting answers to questions" reported above in section 5.

* Contra Costa County Library developed a six category scheme of "library blocks" for use in their analysis of Module #2.

*Redwood City Public Library developed a seven category scheme to code "blocks" seen in the library by their city employee respondents to Module #2. They also developed a related scheme of what helps the city employees need to use at the library.

8) THE DIFFERENT KINDS OF MATERIALS/SERVICES THAT PEOPLE USE AT LIBRARIES

The focus here is on the materials and services people report using in their library visits.

CLOSE-ENDED LIST: Module #3, item 4, lists a 12-item checklist developed from a typical set of library use studies.

APPLICATIONS IN THE TEST MODULES: A number of library sites used Module #3 and adapted the close-ended list to their purposes. See Chapter Six, page 115 for a listing. In addition, two library sites adapted the list for their content analyses:

* Auburn-Place County Library in their use of Module #6

* Contra Costa County Library in their use of Module #2.

(continued)

Table 8 (continued)

Description of content analysis categories presented in this report

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9) THE FACTORS WHICH USERS FIND HELPFUL OR POSITIVE AT LIBRARIES

Several test-site libraries developed content analysis schemes focusing on factors which were seen by users as helpful or positive in libraries.

APPLICATIONS IN THE TEST MODULES:

*Redwood City Public Library developed a list of factors that include some of the helps from section 4 above (i.e. got understanding) and a number of more related specific factors (got fast service, knew what to do at library, got no interference while doing research, staff friendly, etc.). These categories were used in their application of Module #2.

*Alameda County Library developed a scheme of six categories of "helpful factors" in the library for their use in analyzing Module #2: staff, reference services, finding tools, materials, organization/display of materials, other.

*Santa Cruz Public Library developed a list for coding positive comments about staff qualities in their use of Module #2: pleasantness, accuracy, promptness, as expected.

*San Mateo Public Library also developed a short scheme to code positive as well as negative mentions of library factors in their use of Module #5: collection, building, staff, program, service.

(continued)

Table 8 (continued)

Description of content analysis categories presented in this report

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10) THE WAYS PEOPLE GET STOPPED IN THEIR SITUATIONS
Sense-making studies have yielded a very general set of categories for coding how people see themselves stopped in situations.

CLOSE-ENDED LIST: The close-ended set of 5 categories is reported in item 4 of Module #9. It includes such categories as: had to choose between two or more roads, you were being pulled down a road not of your own choosing, etc.

APPLICATIONS IN THE TEST MODULES: No test-site drew from the close-ended list above but one utilized the categories of the close-ended list represented by section 5 above in coding the barriers that people faced in their situations (North State Cooperative Libray System in their analyses of Module #8).

APPENDIX F

DATA ANALYSIS

The purpose of this appendix is to present brief instructions on the preparation of tables displaying quantitative research results, e.g. the percentage of respondents who asked different questions, the percentage who faced different gaps. As with other areas of research instruction, the intent here is not to present a research course. The texts listed in Appendix H provide further reading.

The brief introduction below is divided into three sections:

- Descriptive tables
- Relational tables
- A key to analyses presented in the test module reports

The intent is to give the reader an introduction to the two most basic kinds of tables and to provide a key to locating tables of these two kinds in the module test reports.

Descriptive tables

The simplist kind of table that you may want to prepare is a descriptive table which simply reports the percentage of respondents (or newspaper stories in Module #11) which exhibited different characteristics. For example:

Table nn

Percentage of male and female respondents

Sex	%
Males	nn.n%
Females	nn.n%
TOTAL N	nnn

Or, you might want to show what percentage of your respondents indicated they were helped in each of seven different ways.

Table nn

Percentage of users who saw their last library visits as helping them in different ways

Help Categories	%
Got ideas/understandings	nn.n%
Found directions/got skills/reached goal	nn.n
Made contact with others	nn.n
Got rest/relaxation	nn.n
Got support/emotional control	nn.n
Felt connected/not alone	nn.n
Got happiness/pleasure	nn.n
TOTAL N	nnn*

*percents add to more than 100.0 because users could name more than one help

Exactly what aspects of your data you want to display in this way depends on your own interests and those of participating staff. You will want to rank order your interests, however, as chances are you will think of more analyses to do than you have time or resources.

Relational tables

Relational tables are really just extensions of descriptive tables. In fact, it is like developing a series of descriptive tables, one for each different sub-group you are interested in and then setting them up beside each other for comparison purposes. For example, you might want to show how men versus women were helped by their last library visits:

Table nn

Comparison of how male versus female users saw themselves as being helped by their last library visits

Help Categories	Males	Females
Got ideas/understandings	nn.n%	nn.n%
Found directions/got skills/ reached goal	nn.n	nn.n
Made contact with others	nn.n	nn.n
Got rest/relaxation	nn.n	nn.n
Got support/emotional control	nn.n	nn.n
Felt connected/not alone	nn.n	nn.n
Got happiness/pleasure	nn.n	nn.n
TOTAL ns	nnn	nnn

*percents add to more than 100.0 because users could name more than one help.

A key to analyses presented in the test module reports
Perhaps one of the best ways to become clearer about what kind of analyses you want to do for your own module application is to examine the analyses presented in this report. The Table on the next page provides a key to finding descriptive versus relational results. Not all library test-sites completed quantitative analyses. It should also be noted that some of the data presentations in Chapter Six have been done graphically as bar graphs and pie charts to make the test module reports more readable. These graphic displays are easy to prepare. The research texts listed in Appendix H provide directions.

Table 9

A key to the location of descriptive and relational results as presented in the test module reports

	ITEM NUMBERS IN RESULTS SECTION	
LIBRARY TEST-SITE	DESCRIPTIVE	RELATIONAL
Alameda County	1 to 3	4
Auburn-Placer County	1 to 8	9, 10
Benecia Public	1 to 10	
Contra Costa County	1,2, 6 to 13	3 to 5
Los Angeles County Public	1 to 5	
National City Public (Module #3)	1 to 4	
National City Public (Module #4)	1 to 3	
North State Cooperative Library System	1 to 9	
Palm Springs Public	1 to 4	
San Mateo Public	1	2
Santa Cruz Public	2, 3	1
Shasta County	1 to 9	
Thousand Oaks Public	1 to 3	

APPENDIX G

INTERPRETING RESULTS

Increasingly, social scientists acknowledge that the results of research do not point to self-evident implications for action. More and more, calls are made for using a variety of group processes to interpret research results and draw implications.

Such group processes were mandated as part of the procedures used to test the modules presented in this report. Each test-site library was instructed to involve a team of staff in reading the qualitative results, reviewing any quantitative analyses, and drawing implications for action. The results of these group processes are listed in each of the test module reports in Chapter Six in the sections marked:

*patterns identified by librarians
*cases most discussed
*ideas for system change

We have found the most effective group processes involve staff in answering these questions:

*What did you see in the results?
*What struck you as important?
*If resources were no object, what would you do?

It is also recommended that staff members "brainstorm" uncritically so that all suggestions are accepted without negative reaction, and then at a later time focus can be directed to rank ordering options. In this way, participants will be encouraged to be maximally creative and risk taking. One possible form of participation consists of successive rounds in which each person is given a time to speak without interruption. This encourages even the usually silent to contribute.

In some cases, libraries may also wish to involve users, non-users, board members, other agency representatives, etc. in the interpreting process.

APPENDIX H

ANNOTATED BIBLIOGRAPHY

This appendix includes annotated references. The first section lists references pertaining to the sense-making approach. The second section lists references focusing generally on social science research processes. The final section lists references for readers interested in learning more about specific research processes -- interviewing, sampling, content analysis, and data analysis. This chart locates each section:

SECTION	Page #
Sense-making	433
General research texts	436
Sampling	438
Interviewing	439
Content analysis	441
Data analysis	443

Sense-making

Dervin, Brenda. 1977. Useful theory for librarianship: Communication, not information. *Drexel Library Quarterly*. 13(3):16-32. ISSN:0012-6160.

This article presents the theoretical basis for the sense-making approach. Argues the need for a change in the way the nature of library services is viewed. Suggests the kind of view needed to generate useful measures of library activities. Presents new definitions of "information."

Dervin, Brenda. 1980. Communication gaps and inequities: Moving toward a reconceptualization. In: Dervin, Brenda; Voigt, Melvin, eds. *Progress in Communication Sciences: Volume 2*. Norwood, N.J.: Ablex. 73-112. ISBN: 0-8039-1578-0.

A review of the formulation of the communication gap and information inequity ideas. Includes their origins, logical foundations, and how recent theoretic trends are changing the nature of the ideas, and in some cases making them no longer useful or appropriate. Sense-making ideas are used in the article to point to changing definitions.

Dervin, Brenda. 1981. Mass communicating: Changing conceptions of the audience. In: Rice, R. E.; Paisley, W. J. (ed) *Public Communication Campaigns*. Sage: Beverly Hills. 71-87.

Presents a review of basic assumptions in conceptions of the audience in mass communications research. Suggests an alternative conception of audience based on sense-making assumptions. Contrasts the assumptions of the alternate conceptions. Presents a research application of the sense-making alternative.

Dervin, Brenda. 1983a. Information as a user construct: The relevance of perceived information needs to synthesis and interpretation. In: Ward, Spencer A.; Reed, Linda J. (ed), *Knowledge Structures and Use: Implications for Synthesis and Interpretation*. Philadelphia, PA: Temple University Press; 153-184. ISBN: 0-87722-331-9.

A discussion of the relevance of information needs as defined in the sense-making approach. Suggests a possible use of synthesis and interpretation strategies as a means of increasing utilization of educationally-relevant research and development. Focuses on the conceptual issues involved in focusing on information needs and the resulting data points obtained in research.

Dervin, Brenda. 1983b. An overview of sense-making: concepts, methods, and results to date. Paper presented at International Communication Association Annual Meeting; 1983 May; Dallas TX. Available: Brenda Dervin, Department of Communication, Ohio State University, Columbus, Ohio 43210.

This paper provides an overview of the assumptions, methods, and results used in the sense-making approach to research. Describes the evolution of the sense-making approach. Presents core conceptual premises. Demonstrates methods of data collection including the time-line interview, helps/hurts chaining, close-ended interview. Describes sense-making variables. Presents ways the approach has been used. Provides detailed examples of different methods of data collection.

Dervin, Brenda. 1983c. Humanizing information systems. *The Phi Kappa Phi Journal.* Summer. 25-26.

Essay contrasting the sense-making approach to information systems with other approaches which assume information is a thing. Discusses how users are given access to information and how users are studied. Calls for subjectively designed information systems.

Dervin, Brenda. 1984. The information needs of Californians - 1984: Report #2. Davis, CA: University of California at Davis, Institute of Governmental Affairs. Available from: Nancy Percy, P. O. Box 2037, Sacramento, CA. 95809.

The context, summary, conclusions, implications, and applications of a general population study of the information needs of Californians using the sense-making research approach.

Dervin, Brenda; Dewdney, Patricia. 1986. Neutral questioning: A new approach to the reference interview. *Reference Quarterly.* 25(4) 417-576. ISSN: 0033-7072.

A justification of the practice of neutral questioning. Includes discussions of the theory of sense-making, the strategy of neutral questioning, and application tests of neutral questioning.

Dervin, Brenda; Fraser, Benson. 1985. How libraries help. Stockton, CA: University of the Pacific, Department of Communication; October. Available from: Nancy Percy, P. O. Box 2037, Sacramento, CA. 95809.

Report based on results from a sense-making study which asked "how do library users say library use helps them."

Dervin, Brenda; Nilan, Michael. 1986. Information needs and uses. In: *Annual Review of Information Science and Technology (ARIST), Volume 21.* 3-33.

A review of post-1978 literature on information needs and uses focusing on the issues relating to the conceptualizations that drive this research. Present alternative approaches to conventional scholarship in this area, including a discussion of the sense-making approach.

General research

Babbie, Earl R. 1973. *Survey Research Methods.* Wadsworth Publishing Company, Inc.: Belmont, Ca.

Of particular relevance is part two of this book which includes types of study designs, the logic of survey sampling, conceptualization and instrument design, data collection (self-administered questionnaires, interviewing), data processing, pre-tests and pilot studies. Part three includes a section on the reporting of survey research

Backstrom, Charles H.; Hursh, Gerald D. 1963. *Survey Research.* Northwestern University Press.

This book was written as an introduction to servey research for political scientists and political sociologists, but is of use to surveyors in general. Its chapters cover: planning a survey, drawing the sample, writing the questionnaire, designing the questionnaire, going into the field, and processing the data.

Kerlinger, Fred N. 1964. *Foundations of Behavioral Research: Educational and Psychological Inquiry.* Holt, Rinehart and Winston, Inc.: New York.

The purpose of this book is to help students understand the fundamental nature of the scientific approach to problem solution. It is organized into eight parts of which the following are relevant: sampling and randomness; statistics purpose, approach and method; research design and application; types of research; measurement; methods of obsevation and data collection; analysis and interpretation.

Krippendorff, Klaus. 1980. *Content Analysis: An Introduction to Its Methodology.* Sage: Beverly Hills.

Excellent overview of content analysis, including sections on sampling and data analysis.

Moser, C. A.; Kalton, G. 1972. *Survey Methods in Social Investigation, 2nd Edition.* Basic Books, Inc.: New York.

A detailed, general overview of survey research including (but not limited to) the nature of social surveys, planning of surveys, converage (i.e. definition of the population), basic ideas of sampling, types of sample design, methods of collecting information (questionnaires, interviewing), processing data, analysis, interpretation, and presentation.

Patton, Michael Q. 1980. *Qualitative Evaluation Methods.* Sage Publications: Beverly Hills.

Part I: Conceptual issues in the use of qualitative methods for evaluation research. The nature of qualitative data. The strategy of qualitative methods. Evaluation research strategies using qualitative methods. Evaluation designs.

Part II: Collecting qualitative data. Evaluation through observation. Qualitative interviewing.

Part III: Data analysis. The purpose of qualitative analysis. Qualitative analysis and interpretation.

Simon, Julian L. 1969. *Basic Research Methods in Social Science: The Art of Empirical Investigation.* Random House: New York.

A broad overview of empirical research. Of particular interest are:

Part III: Decisions and procedures. Steps in an empirical research study including: asking what you want to find out, the purpose of the project, the value of the research, choosing the variables, the values of accuracy and the costs of error, saturating yourself in the problem, determining the most important research obstacles, choosing methods, preparing a detailed design of the method, collecting the data, analysing the data, writing up research work. Classifying and measuring. Data handling, adjusting, and summarizing.

Part IV: Extracting the meaning of data. The analysis of data. How big a sample.

Sampling

Babbie, Earl R. 1973. *Survey Research Methods.* Wadsworth Publishing Company, Inc.: Belmont, Ca.

Part II: The logic of survey sampling.

Backstrom, Charles H.; Hursh, Gerald D. 1963. *Survey Research.* Northwestern University Press.

Ch. 2: Drawing the sample. Sample size. Representativeness of the sample. Information needed. Mechanics of drawing the sample.

Glasnapp, D. R.; Poggio, J. P. 1985. *Essentials of Statistical Analysis for the Behavioral Sciences.* Charles S. Merrill, Co.: Columbus, Ohio.

Ch. 3: Sampling. Includes sampling, sampling units, sampling plans, a discussion of the notion of randomness, random sampling, and other sampling procedures.

Ch. 4: Data representation. Includes frequency distributions for qualitative data, the graphic display of qualitative frequency distributions, organizing quantitative data, and assumptions.

Kerlinger, Fred N. 1964. *Foundations of Behavioral Research: Educational and Psychological Inquiry.* Holt, Rinehart and Winston, Inc.: New York.

Ch. 4: Sampling and random sampling. Randomness. The principle of randomization. Random assignment. Sample size.

Krippendorff, Klaus. 1980. *Content Analysis: An Introduction to Its Methodology.* Sage: Beverly Hills.

Ch. 6: Sampling. An overview of sampling strategies appropriate for use in content analysis. Provides several sampling schemes, including random.

Mattson, Dale E. 1981. *Statistics: Difficult Concepts, Understandable Explanations.* C. V. Mosby Co.: St. Louis.

Ch. 5: Easily read, accessible discussion of how to draw a random sample (with excercises).

Moser, C. A.; Kalton, G. 1972. *Survey Methods in Social Investigation, 2nd Edition.* Basic Books, Inc.: New York.

The detailed, general overview chapter on basic ideas of sampling, types of sample design.

Interviewing

Backstrom, Charles H.; Hursh, Gerald D. 1963. *Survey Research.* Northwestern University Press.

Ch. 5: Going into the field. Setting up field work: pre-testing, assembling interviewer kits, briefing interviewers, training interviewers, practice interviewing, motivation.

Ch. 6: Coordinating field work. Assignments. Interviewing period. Time of interviewing. Checking in. Verification.

Garrett, Annette. 1972. *Interviewing: Its Principles and Methods, 2nd. Edition.* Family Service Association of America: New York.

Part I: Interviewer's attitude. The purpose of interviewing. How to interview. What to look for. Essential conditions of good interviewing.

Part II: Illustrative interviews.

Kerlinger, Fred N. 1964. *Foundations of Behavioral Research: Educational and Psychological Inquiry.* Holt, Rinehart and Winston, Inc.: New York.

Ch. 26: The value of interviews and interview schedules as tools of science.

Parten, Mildred. 1966. *Surveys, Polls and Samples: Practical Procedures.* Cooper Square Publishers, Inc.: New York.

Ch. 10: Interview procedures. Basic training of interviewers. Topics to be covered in interviewer's instructions include (but are not limited to): general policies, locating the respondent, when to call, favorable interviewing conditions, technique of approach, asking questions, recording the information, supplementary questions and observations, closing the interview.

Patton, Michael Q. 1980. *Qualitative Evaluation Methods.* Sage Publications: Beverly Hills.

Ch. 7: Qualitative interviewing. Variations in qualitative interviewing. The content of interviews: what questions to ask. The wording of questions. Recording the data.

Stewart, C. J. 1974. *Interviewing: Principles and Practices.* Wm. C. Brown Co., Publisher: Dubuque, Iowa.

Introduction: Definition of interviewing. Interviews and other forms of communication. Kinds and types of interviews. Uses of interviewing.

Other relevant discussions. Listening. Motivation. Factors which affect interviewer and interviewee behavior. Questions

and theoretical uses. Open-ended versus close-ended questionnaires. Neutral versus directed questioning.

Additional chapters provide examples of kinds and types of interviews.

Walizer, Michael H.; Wienir, Paul L. 1978. *Research Methods and Analysis*. Harper and Row, Publishers: New York.

Ch. 15: Sampling. The general problem of sampling. How to generalize. Simple random samples (includes use of random number table). Other samples. Sampling and other research designs. Advantages and disadvantages of various samples.

Content analysis

Carney, T. F. 1972. *Content Analysis: A Technique for Systematic Inference from Communications*. B. T. Batsford Ltd.: London.

Ch. 1: Weighing opinions. A basic technique for systematic inference from communications. Applications, definitions, purpose of using the technique. Strengths and weaknesses.

Ch. 2: Content analysis. How to make documents answer your questions reliably, a survey of the evolution of the technique. Defining content analysis. History of content analysis. Content analysis as an analytical infrastructure. How content analysis works. Where best to use content analysis.

Ch. 6: Content analysis. Component techniques: unitizing, classifications, assessments, and inferences.

Ch. 7: Applying multivariate analysis. Matching patterns in data.

Gerbner, G.; Holsti, O. R.; Krippendorff, K.; Paisley, W. J.; Stone, P. J. 1969. *The Analysis of Communication Content*. John Wiley and Sons, Inc.: New York.

Part I: Theories and concepts of analysis.

Part II: Problems of influence from content data.

Part III: Methods of recording and notation.

Kerlinger, Fred N. 1964. *Foundations of Behavioral Research: Educational and Psychological Inquiry.* Holt, Rinehart and Winston, Inc.: New York.

Ch. 30: Available materials and content analysis. Research examples of content analysis. Some aspects of method in content analysis. Use of content analysis and available materials in psychological and educational research.

Krippendorff, Klaus. 1980. *Content Analysis: An Introduction to Its Methodology.* Sage: Beverly Hills.

Ch. 2: Conceptual foundations. Provides definitions, elaborations, and the framework that this theoretical approach provides for practice. Distinctions - how this compares/contrasts to other forms of analysis.

Ch. 4: The logic of content analysis designs, data making, data reduction, inference and analysis.

Ch. 5: Unitizing. Explicates the units in content analysis, their purposes, the process needed for defining them.

Ch. 6: Sampling. An overview of sampling strategies appropriate for use in content analysis. Provides several sampling schemes, including random.

Ch. 7: Recording. Procedures of developing suitable instructions for coders of content, their training, the syntax and semantics of data language being used, and the administration of data processing.

Ch. 10: Analytical techniques. Analysis, exploration, and discovery of patterns and relationships in the data.

North, R. C.; Holsti, O. R.; Zaninovich, M. G.; Zinnes, D. A. 1963. *Content Analysis: A Handbook with Applications for the Study of International Crisis.* Northwestern University Press.

Introduces content analysis, a technique for systematic research among documents which record written or oral messages.

Part I. Frame of reference. Purpose, definitions, and basic assumptions.

Part II. Data preparation. Includes (but not limited to) documents as a source of data and the quantitative analysis of content.

Part III. Modes of analysis. Pattern analysis and factor analysis.

Stempel, Guido H.; Westley, Bruce H. 1981. *Research Methods in Mass Communication.* Prentice-Hall, Inc.: Engelwood Cliffs, N.J.

Ch. 7: Content analysis. Definition. Procedures including selection of the unit of analysis, category construction, sampling of content, reliability of coding, training coders.

Ch. 8: Statistical designs for content analysis. Statistical tests. Parametric versus nonparametric statistics. Multivariate analyses. Statistical approaches to reliability.

Data Analysis

Backstrom, Charles H.; Hursh, Gerald D. 1963. *Survey Research.* Northwestern University Press.

Ch. 6: Processing the data. Coding. Analysis of data. Reporting.

Glasnapp, D. R.; Poggio, J. P. 1985. *Essentials of Statistical Analysis for the Behavioral Sciences.* Charles S. Merrill, Co.: Columbus, Ohio.

Ch. 4: Data representation. Includes frequency distributions for qualitative data, the graphic display of qualitative frequency distriburtions, organizing quantitative data, and assumptions.

Kerlinger, Fred N. 1964. *Foundations of Behavioral Research: Educational and Psychological Inquiry.* Holt, Rinehart and Winston, Inc.: New York.

Ch. 34: Principles of analysis and interpretation. Definitions. Frequecies and continuous measures. The five rules of categorization. Statistical presentation and analysis. Indices. The interpretation of research data.

Krippendorff, Klaus. 1980. *Content Analysis: An Introduction to Its Methodology.* Sage: Beverly Hills.

Ch. 10: Analytical techniques. Analysis, exploration, and discovery of patterns and relationships in the data.

Moser, C. A.; Kalton, G. 1972. *Survey Methods in Social Investigation, 2nd Edition.* Basic Books, Inc.: New York.

The detailed, general overview chapter on processing data, analysis, interpretation, and presentation.

Patton, Michael Q. 1980. *Qualitative Evaluation Methods.* Sage Publications: Beverly Hills.

Ch. 8: The purpose of qualitative analysis. Truth. Theory. Generalizations.

Ch. 9: Qualitative analysis and interpretation. Qualitative description. Logical analysis. Validation and verification. Presentation of findings.